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ABSTRACT

This report is an evaluation of the Silver Edition II Project, a program to offer library-centered humanities programming to older adults. In the program local scholars in seven geographically dispersed library systems led discussion groups made up of 20 to 25 participating older adults. This evaluation focuses on the stated goals of the project: (1) to offer to older adults the opportunity to discuss literary, historic, and philosophical themes of "The Remembered Past: 1914-1945" and "The Search for Meaning: Insights through Literature, History, and Art"; (2) to stimulate planning of new program initiatives by libraries wishing to broaden their older adult audiences; (3) to build on the lessons of Silver Editions I in two library systems and extend the program to five new library networks; (4) to localize solutions to the problems of linking libraries with underserved audiences of older adults; (5) to reach out to older adults who are unaccustomed to using library resources; (6) to engage scholars to work with older adult audiences; and (7) to encourage participants to read and discuss supplemental works. Following the evaluations recommendations are offered regarding support for site coordinators, training, location and ambience, topics and anthologies, and the role of the librarian. A project evaluation, general comment, and a bibliography of six selected readings follow. Five appendixes contain: (1) evaluation forms for the librarians, group leaders, participants, and site coordinator; (2) data analysis; (3) comments from participants; (4) data processing procedures; and (5) a biographical sketch of the author. (MAB)

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Silver Editions II: Advancing the Concept of Library-Centered Humanities Programs for Older Adults

An Evaluation Prepared for the National Council on Aging

November 11, 1991

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With the Assistance of
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Introduction

The Silver Editions II Project was a program developed by the National Council on Aging to offer library-centered humanities programming to older adults. Local scholars were engaged to lead discussion groups comprised of twenty to twenty-five participants. The Council, working with local site coordinators, offered the program series through seven library systems in geographically disperse areas. Each of six library systems offered programs in six locations; the last system added a seventh location, for a total of forty-three groups.

The Council, with funding from the National Endowment for the Humanities, offered support in several ways:

1. **Money.** Funds were provided to local systems to provide honoraria for scholars, to purchase multiple copies of supplemental materials, and to underwrite transportation costs of participants, when necessary.

2. **Materials.** NCOA provided anthologies to be used by participants, a discussion leaders guide, and a handbook for coordinators, and bibliographies of supplemental materials.

3. **Training.** The Council provided basic training for coordinators and group leaders, describing background of older adults, format for discussions, strategies and techniques for conducting programs and for accommodating physical disabilities.

4. **Consultation.** The NCOA contact provided information and advice on public relations, cooperative efforts, outreach strategies, supplemental activities, and any other areas of interest or concern to coordinators.

5. **Evaluation.** The Council provided local coordinators with evaluation instruments and will provide evalative information to assist in determining the effectiveness of humanities programming for older adults and developing future programming.

Basis for Evaluation

The National Council on Aging developed seven goals for the Silver Editions II Project in its proposal to the National Endowment for the Humanities. These goals were:

- To offer to older adults the opportunity to discuss literary, historic, and philosophical themes of *The Remembered Past: 1914-1945* and *The Search for Meaning: Insights Through Literature, History and Art.*
- To stimulate planning of new program initiatives by libraries wishing to broaden their older adult audiences.
- To build on the lessons of Silver Editions I in two library systems and extend Silver Editions to five new library networks.
- To localize solutions to the problems of linking libraries with underserved audiences of older adults.
- To reach out to older adults who are unaccustomed to using library resources.
- To engage scholars to work with older adult audiences.
- To encourage participants to read and discuss supplemental works.

This evaluation will focus on the stated goals of the project.

Method of Evaluation

As in the Silver Editions I project, questionnaires were sent to each site to be completed by participants, librarians, discussion leaders (scholars) and site coordinators. In order to ensure

comparability of results with those of Silver Editions I, changes to the survey instrument were minor, focusing primarily on readability, consistency and format. Copies of the quetionnaires are included as Appendix I. Survey data was input using Word Perfect (Version 5.1) and analyzed using the Statistical Package for the Social Sciences (SSPS/PC+, version 3.0). Command files, data printouts, and analyses are provided in Appendix II and on the enclosed disc. In addition to quantifiable results, the surveys elicited comments from participants. These comments are grouped by questions and provided in Appendix III. One site returned a summary of survey results, rather than the actual surveys. Because the summary substantially reflected the general results, no attempt was made to reconstruct and incorporate the findings into the general analysis.

Figures reflect valid percentages. That is, they have been calculated to reflect the answers of those actually responding to a given question and to disregard missing responses. Although data gathering, input, and analysis were planned and implemented to allow for more complex manipulation, the consistent high scores and lack of variability within and across responses rendered analysis of questionnaire responses beyond simple frequency and descriptive figures unnecessary and of limited value.

Interviews were conducted in person with three of the seven coordinators, and telephone contact made with another two, who provided detailed written reports. These methods were supplemented by questionnaires. Because of the small number, no numeric analysis was provided for the coordinators' responses.

An on-site visit to the Philadelphia Free Library was planned, but was canceled due to unavoidable problems at the location. Because of difficulties with re-scheduling and air fare

refunds, no on-site visit was made. Although such a visit would have been helpful, data gathered from surveys and interviews was appropriate and sufficient for evaluating the project in terms of stated goals.

Profile of Participants

Most participants were between 65 and 85 years of age, with 39.5% falling into the 65-74 age group and 34.7% in the 75-84 age group. A sizable minority (12.2%) were between 55 and 64 years of age, and another 8.2% were over age 84. Over 75% (77.8%) were women.

The group was preponderantly white (85.7%). Only one site (Philadelphia) had a sizable number of black participants. (Thirty-eight respondents chose not to answer this question, which may have skewed results.) Nearly 10% of those responding indicated that they were "Native Americans." Given the comment of one participant ("I've always lived here."), it seems possible that a number of older adults equate the phrase "native American" with "born in America," rather than designating an ethnic group.

Participants tended to be highly educated, with far more formal education than might normally be anticipated in the age group, and certainly more than the "average" American. Only 4% lacked a high school education and of these, only 2.2% had fewer than eight years of school. Approximately 19% (19.1%) were college graduates, and another 28.2% had engaged in some graduate study.

Evaluation: Goal 1

To offer to older adults the opportunity to discuss literary, historic, and philosophical themes of <u>The Remembered Past: 1914-1945</u> and <u>The Search for Meaning: Insights Through Literature, History and Art</u>.

The project was quite successful in providing older adults the opportunity to discuss these themes. The format of a knowledgeable scholar leading small group discussion among peers had a great deal of appeal. In response to Question 3 ("What attracted you to this program"), nearly three-quarters of the respondents indicated that the topic had attracted them to the program series; over 75% said that the opportunity for intellectual stimulation drew them to the program. These two factors were chosen more frequently than convenient location (50%), group leader (45.5%), friends participating (35.2%), or the opportunity to meet new people (32.9%). While some literature stresses the importance of social contact for older adults, it is clear from participant responses that they value the opportunity to use their minds as well as the chance to socialize with others. As one participant remarked, "My sincere thanks to our library and the National Council on the Aging for recognizing the fact that we older people need intellectual stimulation as much as physical to stay mentally alert and enjoy life."

When asked to evaluate the program as a learning experience (Questions 7-10), participant response was overwhelmingly positive. Each aspect was scored as good or excellent by over 90% of the respondents. Respondents were asked to judge (based on a four point scale - excellent, good, fair, poor) a set of factors relating to availability of the program and quality of the topics and presentation, including quality of the anthology, relevance of topics, group participation, and location of the program.

Participants rated the anthology as excellent (55.3%) or good (36.2%). Librarians' responses followed a similar pattern, with 66.7% ranking the anthologies as excellent and 27.8% giving a good ranking. Group leaders ratings were somewhat lower (excellent, 27.8%; good, 44.4%; fair 16.7%, and poor 11.1%). Sixty-three percent of leaders used *The Remembered Past* and 37% used *The Search for Meaning* anthology. Eight group leaders felt that the anthology was not relevant to their group. Differing opinions as to the quality of the anthologies may relate to different expectations and different responsibilities. Group leaders, who had the responsibility of compensating for weaknesses in the anthology, tended to rate the quality lower. Participants, who benefitted from the leader's ability to go beyond the anthology and to offer different perspectives, tended to rate the anthology higher.

Although participants generally responded positively to the anthologies, some had specific suggestions for improvement: emphasizing the 1930's and 40's more in the *Remembered Past* series, including more about diverse viewpoints (women, rural, Southern, black, Japanese) and giving the opportunity to talk more about popular culture, especially music. These suggestions were reiterated by the discussion leaders. Several participants remarked that the anthologies seemed to be written from an urban, Eastern point of view. In general, discussion leaders appeared adept and effective in using the anthologies as springboards for diverse views and supplemental ideas. Discussion leaders' responses indicate a need for revised anthologies or increased supplemental resources and activities.

A number of participants wanted to bring in more locale-specific topics (such as butter making in Eagle Bend). It would be appropriate to address these concerns with supplemental activities and readings and through discussion.

There was more criticism of *The Search for Meaning* anthology, and fewer specific recommendations. Several participants felt that the anthology was too "esoteric" or too diffuse. The most common concern expressed, however, was that there was too much to cover in such a short time period.

Overall, relevance of topics also scored very well. Over 94% of the participants ranked the topics as excellent (54.8%) or good (39.3%). Both participants and scholars emphasized that the discussion of past events and readings were the basis for analogies in the present. One group drew comparisons between the internment of Japanese Americans in World War II and the treatment of Saudis in the United States during the Gulf War. Although the anthologies did not directly attempt to provide these opportunities, group leaders and participants could use them as foundations for meaningful, relevant discussions.

Participants also gave high marks to the group participation aspect of the programs. Nearly 95% rated group participation as excellent (59.1%) or good (35.5%).

Basic to the opportunity to participate is the ability to be physically present. The location of the program was ranked good (25.1%) or excellent (71.6%) by 96.7% of respondents. Participants were given the opportunity to include additional comments. Several had negative comments about specific rooms or seating arrangements. One group seemed to have been shunted from one inappropriate room to another within the same building before at last coming to rest in a small room which was more appropriate, but still "cold and unwelcoming." A number mentioned the need for a seating arrangement more conducive to group discussion, and seemed to prefer a circular pattern. None specifically commented on transportation as a

problem. Inasmuch as transportation was targeted as an area of support, it appears that this aspect of the project was successful as well.

The Silver Editions II Project has been outstanding in providing the opportunity for older adults to participate in the discussion of literary, philosophical, and historical themes. The response of participants was overwhelmingly positive and enthusiastic, and the most frequent comment was a suggestion for more such programming. Participants called the program "a significant learning experience, well-geared to mature adults," or described it as "thought-provoking and stimulating." One summed it up: "This course will be considered a high point in my life of what a group of intelligent sharing people can give to one another."

Evaluation: Goal 2

To stimulate planning of new program initiatives by libraries wishing to broaden their older adult audiences.

A major part of stimulating planning for services for older adults lies in enhancing awareness and increasing expectations. Only 20% of librarians responding indicated that their libraries had conducted other discussion programs directed toward older patrons in the preceding two years. Sixty percent felt that participation in the Silver Editions project had increased their estimate of the size of the potential older adult audience. Forty-six percent felt that their appreciation of the abilities of older adults had increased and 53.3% said that older adults were interested in a wider range of subjects than they had expected. Sixty-seven percent indicated that older adults were more willing to participate actively in discussion programs than they had originally anticipated. Over three quarters (78.6%) of the librarians responding said that they

were more likely to offer further discussion programs for older adults, 14.3% thought the likelihood remained about the same, and only 7.1% thought that further programs were less likely. Response of participants in the programs was cited by 86.7% of the librarians as a factor influencing the likelihood of future programs and 60% cited the growing older adult population. Demand was a factor for 53.3% of the librarians, and availability of funding influenced 46.7%.

When asked if they were in the process of establishing any new programs as a result of their participation in Silver Editions II, fewer than one-quarter (23.7%) of the librarians responded. (This question called for written comment, rather than simply checking off an option or filling in a blank, and this may be one reason for the lower response rate.) Those responding were planning cultural, historical, and discussion programs.

As experience may play an important role in future planning, librarians were asked to rate their own satisfaction with the program. Nearly 90% ranked their satisfaction level as excellent (55.6%) or good (33.3%).

Interviews with coordinators painted a mixed picture about the future of discussion programs for older adults. It appears that future efforts will require either outside funding or initiative at the individual library level. Nearly all coordinators talked about the positive response. Several mentioned that some groups were organizing independently. Others talked about the possibility of future grants from other sources: local or state aging councils or humanities councils, friends groups, or city revenues.

The Silver Editions II Project has been instrumental in creating awareness and positive attitudes about programming for older adults. While external and administrative factors, such as funding and available personnel, may limit immediate opportunities, the project has created

enthusiasm. Future efforts of the Council may be centered on delivery mechanisms that minimize expenditure of time and resources on the library level.

Harry Wachstein (coordinator for the Philadelphia site) in his final report on the Project, included among the benefits of Silver Editions II enhanced recognition of the library as a cultural institution, strengthened ties within the aging network, increased library use statistics, and the likelihood of future use by these participants. More importantly, he asserted that "Silver Editions raises challenging questions about the future direction of library services for older adults," and that in addition to participating in the NCOA Discovery in the Humanities series, the Free Library will "also want to develop additional programs of its own."

What cannot be doubted or overlooked is that participants have gained a new awareness and vision of library service, and that demand for continued service has been created by the series. The most frequent comment offered by participants was "Give us more." As important as the enhanced awareness is among librarians and planners the awareness created within the older adult community. It seems unlikely that the articulated demands of this ever growing population group can be disregarded.

Evaluation: Goal 3

To build on the lessons of Silver Editions I in two library systems and extend Silver Editions to five new library networks.

Silver Editions II included two systems that had participated in Silver Editions I (the Marin County (California) Free Library and the Great River (Minnesota) Regional Library and five new systems (the Oregon State Library, the Colorado State Library; the Seattle

(Washington) Public Library; the Eastern Shore (Maryland) Regional Library and the Philadelphia (Pennsylvania) Free Library).

One site reported a significant problem with one group that met outside the library. This program was salvaged (largely due to the demand of the participants) and the group completed the series thanks to the intervention of the coordinator, who felt that the problem was due to lack of commitment on the part of the librarian. One site (Great River Regional) had two groups that did not complete the series. At the time of evaluation, the coordinator was waiting for feedback to trace the reasons the groups did not succeed. In other comments, the coordinator observed that "to get discussion groups to develop and succeed it requires a commitment by the local librarian. I see this being proven in each of our sites." It would appear that although the librarian's role may sometimes be invisible to participants, enthusiasm and commitment on the part of the local librarian are critical if the programs are to succeed, or even survive.

The major alteration - replacing a structured library project with supplemental readings - proved effective. Participants seemed to enjoy the independence, lack of pressure, and personal control offered by this structure and responded more favorably than Silver Editions I participants had to the Library Research Project.

Evaluation: Goal 4

To localize solutions to the problems of linking libraries with underserved audiences of older adults.

Working through local site coordinators is an effective method of empowering library staff and training them to take over administrative and planning responsibilities for future

programs. A large majority of librarians (73.3% of those responding) indicated that they worked in cooperation with other agencies serving older adults. Of those who had worked with other agencies, 63.6% felt that cooperation had enhanced their ability to attract and serve older patrons successfully.

Site coordinators were universal in their praise of the NCOA Silver Editions II contact person. She has typically been described as "available and flexible." Allowing coordinators to make decisions about resource allocation and planning moves responsibility for planning to the local environment and encourages initiative. Training sessions were also seen as important and effective. Resource materials and handbooks prepared at a national level may be generalized, but they represent a vast expenditure of effort and expertise often not available to the local library.

Unfortunately, while the program has stimulated interest in older adult programming, and while some groups have chosen to continue independently, lack of funding, personnel, and resources still present problems at the local level. As a result of the program, more libraries and systems are actively engaged in local cooperative activities, but the indication is that without the impetus and support of outside funding and planning, these programs will continue to remain scattered, individual programs rather than a standard for service in public libraries across the United States.

"Underserved" is not clearly defined. While the majority of participants (88.8%) had used library services in the previous year, it is unclear whether they were receiving the type and number of specific services for which the growing number of older adults would argue. Turock suggests that while services for older adults are being offered in more libraries, the level of

service has not kept pace with this constantly expanding population. Although the participants seemed to be "typical" of library users (female, white, and educated), the enthusiasm and appreciation they expressed for this "special" service, would indicated that they neither receive nor expect programming tailored specifically to their interests and needs as older adults.

Evaluation: Goal 5

To reach out to older adults who are unaccustomed to using library resources.

The evaluation of achievement of this goal entails analysis of two aspects: previous use of resources by participants and visibility of the library and its resources (which would tend stimulate future use of library services).

Only 11.1% of the participants had not used the library in the previous year. Of the remaining 88.8%, however, only 55.7% used the library at least once a month; 21.6% used the library three to six times in the previous year and 11.5% indicated that they used it only one or twice.

Most of those who had used the library simply borrowed books by going to the library (76.4%). The next most popular services were telephone reference (30%) and library-sponsored programs (29.9%). Other services used were loan of audio-visual materials (5.6%), books by mail (7.6%), bookmobile or other delivery service (8.6%), and in-house use of reference materials (5%). A number of respondents (7.6%) wrote in "work as volunteer" as a library service they used! While a number of participants used library resources, it is clear that they typically think of these resources in terms of circulating books.

Well over half of the participants (60.9%) indicated that they had participated in similar discussion groups (although only 29.9% indicated that they had participated in library-sponsored discussion groups).

Nearly three-fifths (57.9%) of the participants said that participation in Silver Editions II had led them to use library services more. About half (50.4%) indicated that their view of the public library had changed as a result of the program, while 49.6% said that it had not. In this case, the comments following the responses were more revealing than a simple count of the "yes" and "no" answers. Those who said that their opinions had not changed often included comments indicating that they already had such a high opinion of the library that it couldn't possibly be any higher (about 21%). Those who said their opinions had changed very frequently indicated that they had a high opinion, but did not realize that the library offered programs. Some participants seemed eager to expand their knowledge of the library, particularly in wanting to learn more about the online catalog.

When asked to rank the role of the local librarian, 60.8% of the participants gave "excellent" scores and another 35% gave "good." A number of the comments specifically called attention to the librarian. Many of these were to praise. "The group participation has been good and the local librarian has been a great help." A disturbing development is that a few participants indicated that, at some sites, the librarian was virtually invisible. "Didn't see librarian - assume the program was set up by a librarian." "We did not see the local librarian." On the other hand, discussion leaders ranked the role of the local librarian as good (23.5%) or excellent (76.5%).

Participants were asked if learning about library resourceswas an important aspect of the program. Over half (55.6%) indicated that it was of some importance, although only 24.1% gave it highest marks on a four point scale (1=of great value, 3.7%; 2=somewhat important, 20.4%). It may be that most of this highly educated group of participants, the majority of whom were already library users, take their knowledge of library resources for granted. It may be, however, that use of library resources was not presented as an integral part of this learning experience. Overall, discussion leaders seemed to value the library resources aspect of the program more highly than did participants. On a seven point scale (1=of most importance), discussion leaders most often gave use of library resources a "2" (28.6%), "3" (21.4%), or "4" (21.4%).

Participants responses indicated that most of them had used the library previously, but in a rather limited manner. It is worrisome, though perhaps not surprising, that in some cases the library and librarian's roles were not obvious, and that use of library resources was not perceived as integral to the program. The participants' positive comments indicate that they found the program stimulating and enjoyable. The link to the library seems tenuous in some cases.

One aspect of the project that is difficult to evaluate is the number of adults participating. Some libraries counted each attendance as a participant. That is, a single person who attended nine sessions would count as nine participants. This may have some political impact in reporting and some consistency with other use statistics, but does not necessarily provide an accurate accounting as far as number of individuals reached. In some cases, size of the group fluctuated

over time. In some cases, classes were capped at a certain number of participants and a waiting list started, so the number of participants would not accurately reflect demand for the program.

It was decided to use the group leader's estimate of average number of participants in the group. These varied from four to thirty. The average number of participants per session across all sites was 12.6, with equal numbers of groups having more than twelve members and less than twelve members. Although the NCOA suggested groups of between 20 and 25, the lower average attendance should not be seen as failure. A number of participants remarked that the groups were really more manageable and enjoyable after the size dwindled a bit. Several also commented on the difficulty of seating arrangements, discussion, and interaction with a large group. Ten to fifteen participants may be a more reasonable target for effective group interaction, particularly if the participants have any sort of hearing or visual impairments.

Although the project does not seem to a great degree to have reached out to those unaccustomed to using library resources, it serves the important function of continuing to provide meaningful service to those who have come to expect and treasure it. Several participants wrote about the importance of the library in their lives, and their need to continue using it, regardless of problems with transportation, disabilities, or new living arrangements. One former library user expressed her gratitude for the program, saying,

> Due to advanced age and various physical disabilities, I am practically confined to the Redwoods [a nursing home]. This experience has, in a very special way, put me back into the world.

Evaluation: Goal 6

To engage scholars to work with older adult audiences.

Scholars were employed to lead discussion groups at each of the sites. Although one coordinator suggested that the guidelines for choosing scholars were too stringent and placed too much emphasis on degrees, other coordinators thought the guidelines appropriate. The interaction of scholar and groups was very positive.

Over three quarters of the respondents (77.1%) ranked the contribution of the group leader as being of great value ("one" on a four point scale), and another 17.1% gave a score of "two," indicating that 94.2% gave highest rankings to this aspect of the program. The next highest ranking element was "hearing what others had to say," with 73.8% of respondents giving this aspect highest scores (28.6% "one" and 45.2% "two").

Questions 14-18 asked participants to rank discussion leaders (scholars) on various qualities using a four point scale (poor to excellent). Scholars were ranked as good or excellent on every aspect by over 93% of the participants. Most respondents agreed that leaders were adept at asking helpful questions (82% "excellent," 16.6% "good"), presenting information (80.7% "excellent," 17.9% "good"), drawing people out (75.5% "excellent," 19.4% "good"), bringing in additional resources (71.1% "excellent," 24.1% "good"), keeping the discussion on track (70.8% "excellent," 22.8% "good"). Comments about leaders were, for the most part, laudatory, ranging from "good moderator" to "I'd follow her anywhere." The most commonly used adjectives were *knowledgeable*, *articulate*, *open*, *responsive*, *tactful*, *accepting*, *humorous*, and *excellent*. Some participants realized that keeping a discussion on track was difficult, and

commented on the leaders' ability to handle the situation tactfully. One participant expressed a fairly common feeling, saying:

> It was impossible for the leader to keep us totally on track. We all had lots to say! She would always bring us back skillfully to the topic and never made us feel what we had to say was of no value.

Scholars were equally positive about their experiences with the groups. Satisfaction with the program was ranked as "good" (52.9%) or excellent (47.1%). Nearly 60% of the scholars had previously taught discussion groups that primarily involved older adults. Of those responding to the question, 41.7% thought that the training and orientation workshop was valuable to a great degree and 58.3% thought it was valuable to some degree.

Most scholars appeared to have a high opinion of their groups. Intellectual quality of the discussion was rated "good" by 57.9% of the scholars and "excellent" by 31.6%. Seventy-two percent of the scholars ranked the responsiveness of the participants as "excellent" and 27.8% ranked responsiveness as "good." Some scholars did experience initial difficulty, however. Problems cited most frequently were reluctance of participants (cited by 31.6% of leaders), uneven participation (21.1%), and lack of time (15.8%). Perhaps the most significant figure, however, is the 84.2% of scholars who said they would choose to be leaders in future programs.

Clearly, the Project has met the goal of engaging scholars to work with older adult audiences. It appears to have exceeded this goal in recruiting excellent scholars who are not only knowledgeable, but interact effectively with older adults.

Evaluation: Goal 7

To encourage participants to read and discuss supplemental works.

Once again, participants graded this aspect of the program very highly. Nearly 91% scored the supplemental reading as an excellent (41.2%) or good (49.5%) learning experience. Several participants commented that they had been too busy during the course of the series to keep up with the supplemental readings, but intended to find the time in the future. Some thought the readings were important, but were not discussed enough in class. Others suggested that excerpts of works in the anthology were not adequate and that entire works should be read instead. In short, the nature and variety of comments about supplemental readings for the Silver Editions II programs were remarkably similar to those offered by college students - most were satisfied with the readings and intended to read them sometime in the future if not during the course of the program.

Fewer than three-fifths of group leaders (57.9%) responded "yes" when asked if their group engaged in supplemental readings, while approximately 21% responded "no" and another 21% were uncertain. Virtually all leaders who responded to the questionnaire provided some sort of supplemental materials or activities for the group in addition to the anthology. It would appear that discussion leaders integrated independent supplemental reading to varying degrees. Interestingly, all librarians who responded to the questionnaire indicated that their library's Silver Editions group incorporated supplemental readings. Interviews with site coordinators revealed one problem with the bibliography. While selections were appropriate and relevant, coordinators were frustrated with the lack of purchasing information, and felt they spent a great deal of time tracking down bibliographic and availability information.

Some confusion may have resulted in interpretation of the use of the term "supplemental readings or materials." It appeared that some respondents (of all types) interpreted the term to apply only to a formal supplemental reading list and independent reading by participants, while others interpreted "supplemental materials" to mean anything in addition to the anthology, whether presented to the group as a whole or given as an extra assignment.

Generally, the use of supplemental readings received a positive response. This aspect of the program provides a critical link to libraries and a valuable direction for those acquiring independent learning skills. The impact of the readings extends beyond the course of the program. As one respondent stated, "I have learned to appreciate the importance of reading."

Conclusions

The Silver Editions II Project has been effective in meeting the goals established by the National Council on Aging, Inc. It has, indeed, advanced the concept of library-centered humanities programs for older adults in the project library systems. It is anticipated that reports of the project will appear in the national library and gerontological literatures and will thus extend the impact beyond the actual participants, as presentations and publications by coordinators and NCOA respresentatives have in the past.

Responses from all groups concerned - participants, scholars, coordinators, and librarians - have been positive and enthusiastic. All seven goals have been achieved to a great degree.

- Older adults have been afforded the opportunity to discuss the literary, historic, and philosophical themes presented in the two series, and many of them commented on the joy they feel in having intellectual challenges and mental stimulation.

- The project has enhanced awareness and appreciation of the older adult constituency among coordinators, librarians, and scholars. More importantly, Silver Editions II has created a demand among older adults, who have articulated their desire for future programs and their willingness to support them.

- Two systems that had participated in the Silver Editions I program and five new systems served as sites for the Silver Editions II project. Although there were a few scattered organizational problems, the project received positive response from participants, coordinators, librarians, and scholars in both the old and new sites. The major change in the format of the program, from a Library Research Project to supplemental readings, was highly successful and in keeping with research about characteristics of adult independent learners.

- Working through a local coordinator is an effective means of localizing solutions to the problems of linking libraries with underserved audiences of older adults. The process and structure, as well as continuous support offered by the NCOA contact, Sylvia Liroff, provided excellent training and experience for the coordinators. Links have been established among library systems, individual libraries, older adult centers, aging councils and older adults, forming broadened and important aging networks. While most of the participants were not part of a completely unserved group, it can be argued that older adults as a whole constitute an underserved group, with fewer outreach and programming services offered to them than would be expected, given the large and increasing size of the older adult population. In this context,

the project has been successful in providing a new and meaningful service to those who have been overlooked or disregarded.

- Although the majority of participants had used some of the library services in the previous years, most of them had availed themselves of only the most traditional service - borrowing books. Silver Editions, then, may not have brought in more non-users, but it expanded the nature of library services for a great number of participants, as well as ensuring that those who had always used the library could continue to do so in a meaningful way.

- Scholars who were engaged were of the highest caliber, not only in academic qualifications, but in their ability to work with the groups in effective and enjoyable ways. They brought to the discussions enthusiasm as well as intelligence and a high regard for their group members. Most provided supplemental materials and diverse viewpoints, adapting and improving on the basic course offered by the anthology.

- Participants responded favorably to supplemental readings, although in some cases the readings in some cases were not made integral to the discussions. Most respondents either praised the supplemental readings or expressed an intention to read those works that they had not had time to cover during the program series.

In summary, the Silver Editions II program has been successful in effectively meeting its goals and in providing needed attention to the older adult constituency. The recommendations offered below may provide direction for improving an already excellent approach.

Recommendations

1. Support for Site Coordinators:

Coordinators expressed a need for general training in establishing and overseeing programs. Future grants might include funding to gather coordinators for training prior to implementation of the programs, either at a national conference or some other location. If the expense seems prohibitive, it might be stipulated that systems guarantee matching travel funds for coordinators to attend these workshops.

The coordinators' handbook, which received generally positive marks, should be expanded and offer more specific guidelines and examples. A schedule and checklist of activities would be most helpful. While the checklist on page 9 of the Guide for Libraries and the following discussions and samples provide a good start, several of the coordinators called for more specific examples. A Press Kit, containing fill-in-the-blank press releases, clip art, and other immediately usable publicity materials is essential. Coordinators seemed to have one thing in common: their time was limited. Producing materials centrally saves enormous time and energy at the local level and ensures uniform quality.

The supplemental materials list gave problems for those who attempted to use it for purchasing items. The list should provide full bibliographic citations and availability information. Future projects might include developing a basic set of core supplemental readings to be distributed to each library.

2. Training:

Discussion leaders and coordinators who have received NCOA training feel positive about its value and effectiveness, particularly in accommodating people with disabilities. Training should be continued and expanded - and mandatory.

3. Location and ambiance:

Meeting rooms must be given more attention. This was a negative factor for a number of participants, who thought the rooms cold, unwelcoming, or the seating arrangements inappropriate. Worst of all, some found themselves meeting in a different room each session. Although this did not seem to be a widespread problem, it was mentioned often enough by participants to be of concern.

Several librarians and coordinators mentioned that having refreshments (coffee, tea, baked goods) substantially improved the atmosphere. Some had items donated, others took turns among group members. These activities and arrangements lend cohesiveness to a group and may serve to reduce the turnover rate among participants.

4. Topics and anthologies:

It is clear that one of the most valuable aspects of the project is the development of series topics and materials at the national level. Undoubtedly, a significant amount of effort and expertise is required to produce the high quality program outlined and supported in the Silver Editions series. This is a wholly appropriate and effective use of resources, and likely the single most critical factor in the stimulation of library-centered humanities programs for older adults.

Topics and anthologies need to be broadened to include the experiences of rural as well as urban populations, ethnic minorities, and women. Specific topics of local appeal can be addressed through the use of supplemental materials.

Additional attention must be paid to illustrations and captions. Although the text is in large print, photographs are often fuzzy and lack clarity. Captions are in small, fine print and often difficult for a visually impaired person to read.

5. Role of the librarian:

Two factors argue for more attention to the role of the local librarian. Coordinators and experience suggest that the commitment of the librarian (however behind the scenes he or she may be) is critical to the success of the program. Promoting the use of the library encourages supplemental reading and the development of independent lifelong learning skills, an underlying goal of the project.

In some cases, the librarian is virtually invisible. The librarian should be present at the start of each session to offer materials, support, introductions, whatever. Particularly helpful might be an orientation tour or presentation at the beginning of the session, with additional locally generated handouts for those participants who join the group mid-series.

6. Evaluation:

Responses to Silver Editions I and Silver Editions II were enormously positive, with so little variation as to make sophisticated analysis unnecessary. A substantial portion of surveys from each group was not returned. The questionnaires should be shorten and simplified, with no attempt made to replicate existing instruments.

The current participant questionnaire is too long and complex. Respondents are given varying instructions for different questions: *check all that apply, rank from 1 to 7, grade excellent, good, fair, poor.* The questionnaire should be entirely revamped, with each question examined, clarified and, if at all possible, structured with a simple checklist response. The instrument should continue to be produced in large, bold print on a paper that provides good contrast. Questionnaires for other groups should be rethought and restructured as well.

It seems likely, however, that those who respond to the questionnaires will rank most aspects of the program in the excellent or good category, and that the most meaningful results will come from demographic, previous use, intent, and comments sections. Even straightforward demographic questions may cause some confusion, particularly in trying to define ethnicity in a manner that is current, politically correct, and still meaningful to an older adult audience.

It is perhaps time to restructure the evaluation process to supplement information gained from the survey method and to concentrate on process rather than outcome. While it might be more expensive, an in-depth case study of one site would provide valuable additional information. The evaluator would be part of the process, from the structuring of goals and selection of sites through the program series, and in a final debriefing session with librarians, coordinator, and NCOA contact. Such an evaluation would necessitate several visits over the course of the project, but would provide a substantial body of qualitative yet objective data.

7. General comment:

Are new users the most appropriate target audience? Turock asserts that programming for older adults lags far behind the growth in numbers. Perhaps finding new, more appropriate and effective ways to continue to serve people who, over the course of a lifetime, have come to appreciate and value the library is as important as developing new users.

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Silver Editions II: Advancing the Concept of Library-Centered Humanities Programs for Older Adults

Appendix I: Questionnaires

Silver Editions II
Program Evaluation Form
LIBRARIAN

Dear Silver Editions Librarian:

Thank you very much for your participation in Silver Editions. May we have your assistance in evaluating the project?

1. **Over the past two years, has your library conducted other discussion programs that were directed toward older patrons? (Check one.)**

   a.___Yes
   b.___No
   c.___Unsure (Please explain)

2. **Has Silver Editions changed your awareness of older adults and their needs and interests? (Check all that apply.)**

   a.___ I have **increased** my estimate of the size of the potential older adult audience.
   b.___ I have **decreased** my estimate of the size of the potential older adult audience.
   c. ___ My awareness of older potential patrons with limited education has **increased.**
   d.___ My awareness of the needs of older adults with impaired vision, hearing, or physical mobility has **increased.**
   e.___ My appreciation for the abilities of older adults has **increased.**
   f.___ Older adults are interested in a **wider range** of subjects than I had expected.
   g.___ Older adults are **more willing** to participate actively in discussion programs than I had expected.
   h.___ Older adults are **less willing** to participate actively in discussion programs than I had expected.

3. **Has the Silver Editions project affected the likelihood of your library offering further discussion programs for older adults in the future?**

   a.___ More likely to offer programs in the future.
   b.___ Less likely to offer programs in the future.
   c.___ Likelihood of future programs is about the same.

4. What factors influenced your answer to the preceding question? (Check all that apply.)

a.___ Availability of funding
b.___ Number of participants in Silver Editions
c.___ Participant response to Silver Editions
d.___ Administration of Silver Editions
e.___ Growing older adult population
f.___ Demand for additional programming
g.___ Adequacy of current programming
h.___ Library priorities
i.___ Other. Please explain.

5. If you are establishing any new programs as a result of your experience with the Silver Editions project, please describe them briefly.

How would you rate the following:

	Excellect	Good	Fair	Poor
6. Intellectual quality of the discussions				
7. Quality of the anthology				
8. Responsiveness of the participants				
9. Role of the scholar leader				
10. Your own satisfaction with the program				
	a	b	c	d

11. What was the most difficult (or least successful) aspect of the program you conducted? (Check one)

a.___ Identifying and recruiting scholars (discussion leaders)
b.___ Providing appropriate resources
c.___ Attracting participants
d.___ Other (Please explain)

12. Did you work with senior centers and other agencies serving older adults in the process of conducting Silver Editions? (Check one.)

a.___ Yes b.___ No

13. If yes, did this cooperation enhance your ability to attract and serve older participants successfully? (Check one.)

a.___ Yes b.___ No

14. Did your library's Silver Editions group incorporate any supplemental reading beyond the texts printed in the anthology?

a.___ Yes b.___ No

15. Please describe any events or spin-off activities that were incorporated in you program (guest speakers, films, writing, exercises, use of library resources, field trips, etc.)

16. Can you suggest ways that the Silver Editions project could have been improved?

Additional comments or suggestions:

Thank you for your response.

Silver Editions II
Program Evaluation Form
GROUP LEADERS

Dear Discussion Group Leader:

We are evaluating this Silver Editions humanities discussion program to determine how best to improve such future programs. Please take a few minutes to complete this questionnaire.

1. **Have you ever before taught or led discussion groups that mainly involved older people?**

   a. ___Yes
   b. ___No

2. **In light of your actual group experience, did the NCOA-led training and orientation workshop prove to be valuable?**

   a. ___Yes, to a great degree
   b. ___To some degree
   c. ___No, not at all

   Please comment:

3. **On the average, how many people participated in your group?____**

As a group leader, how would you judge the following?

	Excellent	Good	Fair	Poor
4. Intellectual quality of discussion				
5. Quality of the anthology				
6. Responsiveness of participants				
7. The library research project				
8. Role of the local librarian				
9. Your satisfaction with the program				
	a	b	c	d

10. **How would you describe the make-up of your group?**

a. ___Generally very literate
b. ___Mix literate and low literate
c. ___Generally lacking literary skills
d. ___Other_____
(please specify)

11. **Did you find it necessary to adapt your presentation due to physical impairments of group members?**

a. ___Yes, to a great degree
b. ___To some degree
c. ___No, not at all

Please comment:

12. **Were you able to draw on your scholarly knowledge or area of specialization?**

a. ___Yes, to a great degree
b. ___To some degree
c. ___No, not at all

Please comment:

13. **What was the most difficult (or least successful) aspect of the program you conducted?**

14. **How would you evaluate the role of the public library (and staff) in this project?**

a. ___Excellent
b. ___Good
c. ___Fair
d. ___Poor

Please comment:

15. **Which aspects of the library's participation were most important (rank 1-7 with 1 as most and 7 as least)?**

a. ___Publicity
b. ___Resources
c. ___Providing meeting space
d. ___Adding credibility
e. ___Outreach
f. ___Role of librarian
g. ___Other_____
(please specify)

16. **Which anthology in the Humanities Program did you use?**

a. ___*The Remembered Past*
b. ___*The Search for Meaning*

17. **What is your evaluation of its quality?**

a. ___Excellent
b. ___Good
c. ___Fair
d. ___Poor

Please comment:

18. **Did members of your group do supplemental reading connected with the discussion topic?**

a. ___Yes
b. ___No
c. ___Uncertain

19. **Please describe any special events or spin-off activities that were incorporated in your program (guest speakers, films, writing exercises, use of library collections, field trips, etc.).**

20. **How valuable did you find the Discussion Leader's Guide?**

a. ___Excellent
b. ___Good
c. ___Fair
d. ___Poor

21. **If you were asked, would you choose to be a discussion group leader in future programs of this type?**

a. ___Yes
b. ___No
c. ___Maybe

Background information about the scholar/leader:

22. Sex:
    a. ___Female
    b. ___Male

23. Age:
    a. ___24 or younger
    b. ___25-44
    c. ___45-64
    d. ___65 or older

24. Ethnic background:
    a. ___Black
    b. ___Caucasian
    c. ___Hispanic
    d. ___Asian
    e. ___Native American
    f. ___Other_____
    (please specify)

25. Educational background, highest level attained:
    a. ___High School
    b. ___College graduate
    c. ___Graduate study or graduate school degree
    _____
    (identify degree)

26. Current professional affiliation:

    a. ___Full-time employed teacher(level)_____
    b. ___Part-time employed teacher(level)_____
    c. ___Retired, teaching part-time(level)_____
    d. ___Retired(level)_____
    e. ___Other_____
    (please specify)

Additional comments:

Thank you for your response.

SILVER EDITIONS II
Participant Program Evaluation Form

Dear Participant:

We are evaluating the humanities program sponsored by your public library in order to determine how best to improve such future programs. Please take a few minutes to complete this questionnaire.

1. How often have you used library services (not including this program) in the past year?

   a. ___ Not at all

   b. ___ Once or twice

   c. ___ 3-6 times

   d. ___ At least once a month

2. Which library service did you use? (check all that apply)

   a. ___ Borrowed books by coming to the library

   b. ___ Borrowed books by mail

   c. ___ Called for information

   d. ___ Received books through bookmobile or other delivery service

   e. ___ Came to library sponsored program (not including this program)

   f. ___ Other_____
   (please specify)

3. What attracted you to this program? (check as many as apply)

   a. ___ The topic

   b. ___ Friends participating

   c. ___ The group leader

   d. ___ Opportunity to meet people

   e. ___ Convenient location

   f. ___ Opportunity for intellectual stimulation

   g. ___ Other_____
   (please specify)

4. Which description applies to you?

   a. ___ This is the first time I've participated in a discussion group of this sort

   b. ___ I've been in other groups like this

5. Has participation in this program led you to use library services more?

   a. ___ Yes

   b. ___ No

6. Has your view of public library changed as a result of this program?

a. ___ Yes

b. ___ No

Please comment:

As a learning experience, how would you judge this program?

	Excellent	Good	Fair	Poor
7. Quality of the Anthology				
8. Relevance of Topics				
9. Group Participation				
10. Location of Program				
11. Role of Local Librarian				
12. Supplemental Reading				
	a	b	c	d

Please comment:

13. In your estimation, how important were the following aspects of the program? 1) of great value; 2) somewhat important; 3) moderately important; 4) not of great value. (write numbers in spaces below)

a. ___ Hearing what others had to say

b. ___ Outside speakers

c. ___ Sharing your own experience

d. ___ Contribution of a group leader

e. ___ Supplementary materials such as films, additional readings

f. ___ Learning about library resources

How would you rate your discussion group leader?

	Excellent	Good	Fair	Poor
14. Asking helpful questions				
15. Presenting information				
16. Drawing people out				
17. Bringing in additional resources				
18. Keeping the discussion on track				

a b c d

Please comment:

Background information about participant:

19. Sex:
    a. ___Male
    b. ___Female

20. Age:
    a. ___44 or under
    b. ___45-54
    c. ___55-64
    d. ___65-74
    e. ___75-84
    f. ___over 84

21. Ethnic background (numbers of participants)
    a. ___ Black
    b. ___ Caucasian
    c. ___ Hispanic
    d. ___ Asian
    e. ___ Native American

22. Educational Background, Highest level attained

a. ___ Less than 8 years

b. ___ Some high school

c. ___ High school graduate

d. ___ Some college

e. ___ College graduate

f. ___ Graduate Study or graduate school degree

Additional Comments and Suggestions:

Thank you for your response.

Silver Editions II
Program Evaluation Form
SITE COORDINATOR

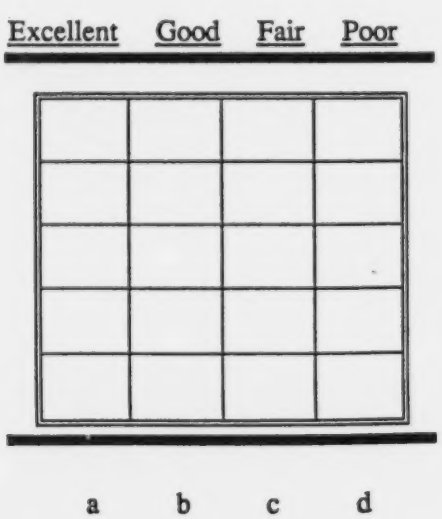
Dear Silver Editions site coordinator:

Thank you very much for you participation in Silver Editions. May we have your assistance in evaluating the project?

1. From your observations of Silver Editions discussions and comments you've heard from participants, how would you judge participants' level of satisfaction with the program?

a. ___ High
b. ___ Average
c. ___ Low

How would you judge the following?



2. Intellectual quality of the discussions
3. Quality of the anthology
4. Responsiveness of participants
5. Role of the scholar leader
6. Your own satisfaction with the program

7. **Has your center or agency cooperated with the public library on other programs for older people in the past two years?**

a. ___ Yes b. ___ No c. ___ Don't know

8. **Did the Silver Editions discussion group attract new patrons to your facility?**

a. ___ Yes b. ___ No c. ___ Don't know

9. **What was the most difficult (or least successful) aspect of the Silver Editions program at your facility?**

10. **Please describe any special events or spin-off activities that were incorporated in your program. (Guest speakers, films, writing exercises, use of library resources, field trips, etc.)**

11. Can you suggest ways that the Silver Editions project could have been improved?

Additional comments or suggestions:

Thank you for your response.

Silver Editions II: Advancing the Concept of Library-Centered Humanities Programs for Older Adults

Appendix II: Data Analysis

Appendix IIA: Command File for Librarian Questionnaire Analysis

```
* SPSS/PC+ command file for the NCOA Silver Editions II Evaluation
* This command file produces summary data for questionnaires
* completed by librarians.
*
* The command file uses data from the file "LIB.ASC", and was
* produced and run using SPSS/PC+ Version 3.0.
*
title NCOA Silver Editions II Librarian Questionnaire Analysis.
subtitle Evaluation conducted by Dr. Connie Van Fleet.
data list file="b:lib.asc" fixed/
type 1
site 2
number 3-5
q1 6 (a)
q2a 7
q2b 8
q2c 9
q2d 10
q2e 11
q2f 12
q2g 13
q2h 14
q3 15 (a)
q4a 16
q4b 17
q4c 18
q4d 19
q4e 20
q4f 21
q4g 22
q4h 23
q4i 24
q5 25
q6 26
q7 27
q8 28
q9 29
q10 30
q11 31 (a)
q11e 32
q12 33 (a)
q13 34 (a)
q14 35 (a)
q15 36
q16 37
q17 38.
```

```
variable labels
type "Type of questionnaire"/
site "Site of questionnaire"/
number "Questionnaire number"/
q1 "Other programs"/
q2a "Increased Size"/
q2b "Decreased Size"/
q2c "Increased Awareness"/
q2d "Decreased Awareness"/
q2e "Increased Appreciation"/
q2f "Wider range"/
q2g "More willing"/
q2h "Less willing"/
q3  "Future programs"/
q4a "Funding"/
q4b "Number"/
q4c "Response"/
q4d "Administration"/
q4e "Growing population"/
q4f "Demand"/
q4g "Adequacy"/
q4h "Priorities"/
q4i "Other"/
q5 "New programs"/
q6 "Intellectual quality"/
q7 "Anthology"/
q8 "Responsiveness"/
q9 "Role of scholar"/
q10 "Own satisfaction"/
q11 "Difficult aspect"/
q11e "Other difficult aspect"/
q12 "Cooperation"/
q13 "Enhance"/
q14 "Supplemental"/
q15 "Spinoff"/
q16 "Improvements"/
q17 "Comments".
```

```
value labels
q1 'a' "Yes" 'b' "No" 'c' "Unsure"/
q2a to q2h q4a to q4i 0 "No response" 1 "Applies"/
q3 'a' "More likely" 'b' "Less likely" 'c' "Same"/
q5 1 "Cultural" 2 "Historical" 3 "Literature" 4 "Discussion"
5 "No new programs"/
q6 to q10 4 "Excellent" 3 "Good" 2 "Fair" 1 "Poor"/
q11 'a' "Scholars" 'b' "Resources" 'c' "Participants" 'd' "Other"/
q11e 1 "No difficulty" 2 "Time" 3 "Commitment" 4 "Domination"
5 "Out of print" 6 "Contacting" 7 "More work"/
q12 to q14 'a' "Yes" 'b' "No"/
q15 1 "Videos, etc." 2 "Writing and drawing" 3 "Field trips"
4 "Supplemental" 5 "Parties" 6 "Speakers" 7 "Variety of above"
8 "None"/
q16 1 "Location" 2 "Anthology" 3 "Shorten" 4 "Explain"
5 "Variety of people" 6 "Keep materials" 7 "No suggestions"
8 "None of the above"/
q17 1 "Much interest" 2 "More materials" 3 "Variety of people"
4 "Involvement" 5 "None of the above".
set disk="b:lib.out"/screen=off.
missing value q1 q3 q11 q12 q13 q14 (" ").
frequencies variables=all/statistics=all.
```

Appendix IIB: Data for Librarian Questionnaire Analysis

```
12001a10001010a001011010144444d1aaa163
15001b10000010a011111100 32333d2b a 71
15002b10011110a101001000543444c aaa124
15003b01011001b011000000 44441c aba 1
12002                    34444d3   161
16001                    34444d4   374
17001b01100001a101010100 34333c b a7 5
17002b10001000a001010000 34443d5aaa1 2
17003b00001110a001011000 34434c aaa77
15007b00100000a0010100004233332c aaa421
15004a10001110a111 11 1  44444d6aba4
15005                    44444d3   424
16003b10001110a111111000 44444d3aaa2 4
14002a10100110a01111100024344d3b a474
12002b01000110a101000000533443c aba83
14001b10000110c110000000 44443c aba44
16002b10000100c100001000 33444b b a6
12003b00000010 0010000004344 43d7aaa884
```

Appendix IIC: Output from Librarian Questionnaire Analysis

TYPE Type of questionnaire

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	18	100.0	100.0	100.0
	TOTAL	18	100.0	100.0	

Mean	1.000	Std Err	.000	Median	1.000
Mode	1.000	Std Dev	.000	Variance	.000
Range	.000	Minimum	1.000	Maximum	1.000
Sum	18.000				

Valid Cases 18 Missing Cases 0

SITE Site of questionnaire

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2	4	22.2	22.2	22.2
	4	2	11.1	11.1	33.3
	5	6	33.3	33.3	66.7
	6	3	16.7	16.7	83.3
	7	3	16.7	16.7	100.0
	TOTAL	18	100.0	100.0	

Mean	4.722	Std Err	.411	Median	5.000
Mode	5.000	Std Dev	1.742	Variance	3.036
Kurtosis	-.802	S E Kurt	1.038	Skewness	-.495
S E Skew	.536	Range	5.000	Minimum	2.000
Maximum	7.000	Sum	85.000		

Valid Cases 18 Missing Cases 0

NUMBER Questionnaire number

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	5	27.8	27.8	27.8
	2	6	33.3	33.3	61.1
	3	4	22.2	22.2	83.3
	4	1	5.6	5.6	88.9
	5	1	5.6	5.6	94.4
	7	1	5.6	5.6	100.0
	TOTAL	18	100.0	100.0	

Mean	2.500	Std Err	.373	Median	2.000
Mode	2.000	Std Dev	1.581	Variance	2.500
Kurtosis	2.827	S E Kurt	1.038	Skewness	1.557
S E Skew	.536	Range	6.000	Minimum	1.000
Maximum	7.000	Sum	45.000		

Valid Cases 18 Missing Cases 0

Q1 Other programs

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	a	3	16.7	20.0	20.0
No	b	12	66.7	80.0	100.0
		3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Valid Cases 15 Missing Cases 3

Q2A Increased Size

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	6	33.3	40.0	40.0
Applies	1	9	50.0	60.0	100.0
	.	3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.600	Std Err	.131	Median	1.000
Mode	1.000	Std Dev	.507	Variance	.257
Kurtosis	-2.094	S E Kurt	1.121	Skewness	-.455
S E Skew	.580	Range	1.000	Minimum	.000
Maximum	1.000	Sum	9.000		

Valid Cases 15 Missing Cases 3

Q2B Decreased Size

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	12	66.7	80.0	80.0
Applies	1	3	16.7	20.0	100.0
	.	3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.200	Std Err	.107	Median	.000
Mode	.000	Std Dev	.414	Variance	.171
Kurtosis	.897	S E Kurt	1.121	Skewness	1.672
S E Skew	.580	Range	1.000	Minimum	.000
Maximum	1.000	Sum	3.000		

Valid Cases 15 Missing Cases 3

Q2C Increased Awareness

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	12	66.7	80.0	80.0
Applies	1	3	16.7	20.0	100.0
	.	3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.200	Std Err	.107	Median	.000
Mode	.000	Std Dev	.414	Variance	.171
Kurtosis	.897	S E Kurt	1.121	Skewness	1.672
S E Skew	.580	Range	1.000	Minimum	.000
Maximum	1.000	Sum	3.000		

Valid Cases 15 Missing Cases 3

Q2D Decreased Awareness

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	13	72.2	86.7	86.7
Applies	1	2	11.1	13.3	100.0
	.	3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.133	Std Err	.091	Median	.000
Mode	.000	Std Dev	.352	Variance	.124
Kurtosis	4.349	S E Kurt	1.121	Skewness	2.405
S E Skew	.580	Range	1.000	Minimum	.000
Maximum	1.000	Sum	2.000		

Valid Cases 15 Missing Cases 3

Q2E Increased Appreciation

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	8	44.4	53.3	53.3
Applies	1	7	38.9	46.7	100.0
	.	3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.467	Std Err	.133	Median	.000
Mode	.000	Std Dev	.516	Variance	.267
Kurtosis	-2.308	S E Kurt	1.121	Skewness	.149
S E Skew	.580	Range	1.000	Minimum	.000
Maximum	1.000	Sum	7.000		

Valid Cases 15 Missing Cases 3

Q2F Wider range

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	7	38.9	46.7	46.7
Applies	1	8	44.4	53.3	100.0
	.	3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.533	Std Err	.133	Median	1.000
Mode	1.000	Std Dev	.516	Variance	.267
Kurtosis	-2.308	S E Kurt	1.121	Skewness	-.149
S E Skew	.580	Range	1.000	Minimum	.000
Maximum	1.000	Sum	8.000		

Valid Cases 15 Missing Cases 3

Q2G More willing

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	5	27.8	33.3	33.3
Applies	1	10	55.6	66.7	100.0
.	.	3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.667	Std Err	.126	Median	1.000
Mode	1.000	Std Dev	.488	Variance	.238
Kurtosis	-1.615	S E Kurt	1.121	Skewness	-.788
S E Skew	.580	Range	1.000	Minimum	.000
Maximum	1.000	Sum	10.000		

Valid Cases 15 Missing Cases 3

Q2H Less willing

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	13	72.2	86.7	86.7
Applies	1	2	11.1	13.3	100.0
	.	3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.133	Std Err	.091	Median	.000
Mode	.000	Std Dev	.352	Variance	.124
Kurtosis	4.349	S E Kurt	1.121	Skewness	2.405
S E Skew	.580	Range	1.000	Minimum	.000
Maximum	1.000	Sum	2.000		

Valid Cases 15 Missing Cases 3

Q3 Future programs

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
More likely	a	11	61.1	78.6	78.6
Less likely	b	1	5.6	7.1	85.7
Same	c	2	11.1	14.3	100.0
		4	22.2	MISSING	
	TOTAL	18	100.0	100.0	

Valid Cases 14 Missing Cases 4

Q4A Funding

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	8	44.4	53.3	53.3
Applies	1	7	38.9	46.7	100.0
	.	3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.467	Std Err	.133	Median	.000
Mode	.000	Std Dev	.516	Variance	.267
Kurtosis	-2.308	S E Kurt	1.121	Skewness	.149
S E Skew	.580	Range	1.000	Minimum	.000
Maximum	1.000	Sum	7.000		

Valid Cases 15 Missing Cases 3

Q4B Number

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	9	50.0	60.0	60.0
Applies	1	6	33.3	40.0	100.0
	.	3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.400	Std Err	.131	Median	.000
Mode	.000	Std Dev	.507	Variance	.257
Kurtosis	-2.094	S E Kurt	1.121	Skewness	.455
S E Skew	.580	Range	1.000	Minimum	.000
Maximum	1.000	Sum	6.000		

Valid Cases 15 Missing Cases 3

Q4C Response

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	2	11.1	13.3	13.3
Applies	1	13	72.2	86.7	100.0
	.	3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.867	Std Err	.091	Median	1.000
Mode	1.000	Std Dev	.352	Variance	.124
Kurtosis	4.349	S E Kurt	1.121	Skewness	-2.405
S E Skew	.580	Range	1.000	Minimum	.000
Maximum	1.000	Sum	13.000		

Valid Cases 15 Missing Cases 3

Q4D Administration

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	11	61.1	78.6	78.6
Applies	1	3	16.7	21.4	100.0
	.	4	22.2	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.214	Std Err	.114	Median	.000
Mode	.000	Std Dev	.426	Variance	.181
Kurtosis	.501	S E Kurt	1.154	Skewness	1.566
S E Skew	.597	Range	1.000	Minimum	.000
Maximum	1.000	Sum	3.000		

Valid Cases 14 Missing Cases 4

Q4E Growing population

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	6	33.3	40.0	40.0
Applies	1	9	50.0	60.0	100.0
	.	3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.600	Std Err	.131	Median	1.000
Mode	1.000	Std Dev	.507	Variance	.257
Kurtosis	-2.094	S E Kurt	1.121	Skewness	-.455
S E Skew	.580	Range	1.000	Minimum	.000
Maximum	1.000	Sum	9.000		

Valid Cases 15 Missing Cases 3

Q4F Demand

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	7	38.9	46.7	46.7
Applies	1	8	44.4	53.3	100.0
	.	3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.533	Std Err	.133	Median	1.000
Mode	1.000	Std Dev	.516	Variance	.267
Kurtosis	-2.308	S E Kurt	1.121	Skewness	-.149
S E Skew	.580	Range	1.000	Minimum	.000
Maximum	1.000	Sum	8.000		

Valid Cases 15 Missing Cases 3

Q4G Adequacy

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	12	66.7	85.7	85.7
Applies	1	2	11.1	14.3	100.0
	.	4	22.2	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.143	Std Err	.097	Median	.000
Mode	.000	Std Dev	.363	Variance	.132
Kurtosis	3.792	S E Kurt	1.154	Skewness	2.295
S E Skew	.597	Range	1.000	Minimum	.000
Maximum	1.000	Sum	2.000		

Valid Cases 14 Missing Cases 4

Q4H Priorities

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	13	72.2	86.7	86.7
Applies	1	2	11.1	13.3	100.0
	.	3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.133	Std Err	.091	Median	.000
Mode	.000	Std Dev	.352	Variance	.124
Kurtosis	4.349	S E Kurt	1.121	Skewness	2.405
S E Skew	.580	Range	1.000	Minimum	.000
Maximum	1.000	Sum	2.000		

Valid Cases 15 Missing Cases 3

Q4I Other

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No response	0	14	77.8	100.0	100.0
	.	4	22.2	MISSING	
	TOTAL	18	100.0	100.0	

Mean	.000	Std Err	.000	Median	.000
Mode	.000	Std Dev	.000	Variance	.000
Range	.000	Minimum	.000	Maximum	.000
Sum	.000				

Valid Cases 14 Missing Cases 4

Q5 New programs

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Cultural	1	1	5.6	16.7	16.7
Historical	2	1	5.6	16.7	33.3
Discussion	4	2	11.1	33.3	66.7
No new programs	5	2	11.1	33.3	100.0
	.	12	66.7	MISSING	
	TOTAL	18	100.0	100.0	

Mean	3.500	Std Err	.671	Median	4.000
Mode	4.000	Std Dev	1.643	Variance	2.700
Kurtosis	-1.029	S E Kurt	1.741	Skewness	-.811
S E Skew	.845	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	21.000		

Valid Cases 6 Missing Cases 12

Q6 Intellectual quality

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Fair	2	1	5.6	5.6	5.6
Good	3	9	50.0	50.0	55.6
Excellent	4	8	44.4	44.4	100.0
	TOTAL	18	100.0	100.0	

Mean	3.389	Std Err	.143	Median	3.000
Mode	3.000	Std Dev	.608	Variance	.369
Kurtosis	-.513	S E Kurt	1.038	Skewness	-.408
S E Skew	.536	Range	2.000	Minimum	2.000
Maximum	4.000	Sum	61.000		

Valid Cases 18 Missing Cases 0

Q7 Anthology

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Fair	2	1	5.6	5.6	5.6
Good	3	5	27.8	27.8	33.3
Excellent	4	12	66.7	66.7	100.0
	TOTAL	18	100.0	100.0	

Mean	3.611	Std Err	.143	Median	4.000
Mode	4.000	Std Dev	.608	Variance	.369
Kurtosis	1.126	S E Kurt	1.038	Skewness	-1.362
S E Skew	.536	Range	2.000	Minimum	2.000
Maximum	4.000	Sum	65.000		

Valid Cases 18 Missing Cases 0

Q8 Responsiveness

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Good	3	3	16.7	16.7	16.7
Excellent	4	15	83.3	83.3	100.0
	TOTAL	18	100.0	100.0	

Mean	3.833	Std Err	.090	Median	4.000
Mode	4.000	Std Dev	.383	Variance	.147
Kurtosis	2.040	S E Kurt	1.038	Skewness	-1.956
S E Skew	.536	Range	1.000	Minimum	3.000
Maximum	4.000	Sum	69.000		

Valid Cases 18 Missing Cases 0

Q9 Role of scholar

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Good	3	4	22.2	22.2	22.2
Excellent	4	14	77.8	77.8	100.0
	TOTAL	18	100.0	100.0	

Mean	3.778	Std Err	.101	Median	4.000
Mode	4.000	Std Dev	.428	Variance	.183
Kurtosis	.137	S E Kurt	1.038	Skewness	-1.461
S E Skew	.536	Range	1.000	Minimum	3.000
Maximum	4.000	Sum	68.000		

Valid Cases 18 Missing Cases 0

Q10 Own satisfaction

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Poor	1	1	5.6	5.6	5.6
Fair	2	1	5.6	5.6	11.1
Good	3	6	33.3	33.3	44.4
Excellent	4	10	55.6	55.6	100.0
	TOTAL	18	100.0	100.0	

Mean	3.389	Std Err	.200	Median	4.000
Mode	4.000	Std Dev	.850	Variance	.722
Kurtosis	2.465	S E Kurt	1.038	Skewness	-1.551
S E Skew	.536	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	61.000		

Valid Cases 18 Missing Cases 0

Q11 Difficult aspect

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Resources	b	1	5.6	5.6	5.6
Participants	c	7	38.9	38.9	44.4
Other	d	10	55.6	55.6	100.0
	TOTAL	18	100.0	100.0	

Valid Cases 18 Missing Cases 0

Q11E Other difficult aspect

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No difficulty	1	1	5.6	10.0	10.0
Time	2	1	5.6	10.0	20.0
Commitment	3	4	22.2	40.0	60.0
Domination	4	1	5.6	10.0	70.0
Out of print	5	1	5.6	10.0	80.0
Contacting	6	1	5.6	10.0	90.0
More work	7	1	5.6	10.0	100.0
	.	8	44.4	MISSING	
	TOTAL	18	100.0	100.0	

Mean	3.700	Std Err	.578	Median	3.000
Mode	3.000	Std Dev	1.829	Variance	3.344
Kurtosis	-.205	S E Kurt	1.334	Skewness	.553
S E Skew	.687	Range	6.000	Minimum	1.000
Maximum	7.000	Sum	37.000		

Valid Cases 10 Missing Cases 8

Q12 Cooperation

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	a	11	61.1	73.3	73.3
No	b	4	22.2	26.7	100.0
		3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Valid Cases 15 Missing Cases 3

Q13 Enhance

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	a	7	38.9	63.6	63.6
No	b	4	22.2	36.4	100.0
		7	38.9	MISSING	
	TOTAL	18	100.0	100.0	

Valid Cases 11 Missing Cases 7

Q14 Supplemental

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	a	15	83.3	100.0	100.0
		3	16.7	MISSING	
	TOTAL	18	100.0	100.0	

Valid Cases 15 Missing Cases 3

Q15 Spinoff

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Videos, etc.	1	4	22.2	25.0	25.0
Writing and drawing	2	1	5.6	6.3	31.3
Field trips	3	1	5.6	6.3	37.5
Supplemental	4	5	27.8	31.3	68.8
Speakers	6	1	5.6	6.3	75.0
Variety of above	7	2	11.1	12.5	87.5
None	8	2	11.1	12.5	100.0
	.	2	11.1	MISSING	
	TOTAL	18	100.0	100.0	

Mean	4.063	Std Err	.629	Median	4.000
Mode	4.000	Std Dev	2.516	Variance	6.329
Kurtosis	-1.184	S E Kurt	1.091	Skewness	.264
S E Skew	.564	Range	7.000	Minimum	1.000
Maximum	8.000	Sum	65.000		

Valid Cases 16 Missing Cases 2

Q16 Improvements

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Location	1	1	5.6	7.7	7.7
Anthology	2	3	16.7	23.1	30.8
Shorten	3	1	5.6	7.7	38.5
Explain	4	1	5.6	7.7	46.2
Keep materials	6	2	11.1	15.4	61.5
No suggestions	7	4	22.2	30.8	92.3
None of the above	8	1	5.6	7.7	100.0
	.	5	27.8	MISSING	
	TOTAL	18	100.0	100.0	

Mean	4.769	Std Err	.690	Median	6.000
Mode	7.000	Std Dev	2.488	Variance	6.192
Kurtosis	-1.766	S E Kurt	1.191	Skewness	-.265
S E Skew	.616	Range	7.000	Minimum	1.000
Maximum	8.000	Sum	62.000		

Valid Cases 13 Missing Cases 5

Q17 Comments

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Much interest	1	3	16.7	25.0	25.0
More materials	2	1	5.6	8.3	33.3
Variety of people	3	1	5.6	8.3	41.7
Involvement	4	6	33.3	50.0	91.7
None of the above	5	1	5.6	8.3	100.0
	.	6	33.3	MISSING	
	TOTAL	18	100.0	100.0	

Mean	3.083	Std Err	.417	Median	4.000
Mode	4.000	Std Dev	1.443	Variance	2.083
Kurtosis	-1.288	S E Kurt	1.232	Skewness	-.607
S E Skew	.637	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	37.000		

Valid Cases	12	Missing Cases	6

Appendix IID: Command File for Group Leader Questionnaire Analysis

```
* SPSS/PC+ command file for the NCOA Silver Editions II Evaluation
* This command file produces summary data for questionnaires
* completed by group leaders.
*
* The command file uses data from the file "GROUP.ASC", and was
* produced and run using SPSS/PC+ Version 3.0.
*
title NCOA Silver Editions II Group Leader Questionnaire Analysis.
subtitle Evaluation conducted by Dr. Connie Van Fleet.

data list file="b:group.asc" fixed/
type 1
site 2
number 3-5
q1 6 (a)
q2 7 (a)
q2c 8
q3 9-10
q4 11
q5 12
q6 13
q7 14
q8 15
q9 16
q10 17 (a)
q11 18 (a)
q11c 19
q12 20 (a)
q12c 21
q13 22
q14 23 (a)
q14c 24
q15a 25
q15b 26
q15c 27
q15d 28
q15e 29
q15f 30
q15g 31
q15gc 32
q16 33 (a)
q17 34 (a)
q17c 35
q18 36 (a)
q19 37
q20 38 (a)
q21 39 (a)
q22 40 (a)
q23 41 (a)
q24 42 (a)
```

```
q25 43 (a)
q25c 44
q26 45 (a)
q26c 46
q27 47.
variable labels
q1 "Previously taught"/
q2 "Workshop"/
q2c "Workshop comment"/
q3 "Participants"/
q4 "Discussion"/
q5 "Anthology"/
q6 "Responsiveness"/
q7 "Research project"/
q8 "Local librarian"/
q9 "Satisfaction"/
q10 "Makeup"/
q11 "Adapt presentation"/
q11c "Adapt comment"/
q12 "Knowledge"/
q12c "Knowledge Comment"/
q13 "Difficult"/
q14 "Library role"/
q14c "Library comment"/
q15a "Publicity"/
q15b "Resources"/
q15c "Meeting space"/
q15d "Credibility"/
q15e "Outreach"/
q15f "Librarian"/
q15g "Other"/
q15gc "Other comment"/
q16 "Anthology"/
q17 "Anthology quality"/
q17c "Anthology comment"/
q18 "Supplemental reading"/
q19 "Special events"/
q20 "Leader's guide"/
q21 "Lead again"/
q22 "Sex"/
q23 "Age"/
q24 "Ethnic"/
q25 "Education"/
q25c "Degree"/
q26 "Employment"/
q26c "Employment other"/
q27 "General comments".
```

```
value labels
q1 'a' "Yes" 'b' "No"/
q2 q11 q12 'a' "Great degree" 'b' "Some degree" 'c' "Not at all"/
q2c 1 "Discussions helpful" 2 "More info needed" 3 "Useful, not necessary"
4 "Did not attend"/
q4 to q9 4 "Excellent" 3 "Good" 2 "Fair" 1 "Poor"/
q10 'a' "Very literate" 'b' "Mixed" 'c' "Lacking literary" 'd' "Other"/
q11c 1 "Hearing and health" 2 "Location" 3 "Speak clearly"
4 "No problems" 5 "None of above"/
q12c 1 "Specialization" 2 "Extra activities" 3 "Had to do research"
4 "Familiar" 5 "None of above"/
q13 1 "Not enough time" 2 "Uneven participation" 3 "Reluctance"
4 "Domination" 5 "Topics irrelevant" 6 "Did not receive"
7 "No program to follow"/
q14 q17 q20 'a' "Excellent" 'b' "Good" 'c' "Fair" 'd' "Poor"/
q14c 1 "No direct involvement" 2 "Helpful" 3 "Not organized"/
q16 'a' "Remembered past" 'b' "Search for meaning"/
q17c 1 "Not relevant to group" 2 "Doesn't reflect attitudes"
3 "Balance of subject" 4 "Great"/
q18 'a' "Yes" 'b' "No" 'c' "Uncertain"/
q19 1 "Videos, etc." 2 "Writing and drawing" 3 "Field trips"
4 "Supplemental material" 5 "Parties" 6 "Speakers" 7 "None"/
q21 'a' "Yes" 'b' "No" 'c' "Maybe"/
q22 'a' "Female" 'b' "Male"/
q23 'a' "24 or younger" 'b' "25 - 44" 'c' "45 - 64" 'd' "65 or older"/
q24 'a' "Black" 'b' "Caucasian" 'c' "Hispanic" 'd' "Asian"
'e' "Native American" 'f' "Other"/
q25 'a' "High school" 'b' "College" 'c' "Graduate"/
q25c 1 "Master's" 2 "Doctorate" 3 "Bachelor's"/
q26 'a' "Full time teacher" 'b' "Part time teacher"
'c' "Retired, part time" 'd' "Retired" 'e' "Other"/
q26c 1 "College" 2 "Emeritus" 3 "Research" 4 "Librarian"
5 "Substitute" 6 "Writer/Editor"/
q27 1 "Wonderful" 2 "Change length" 3 "Learned a lot"
4 "Change location".
set disk="b:group.out"/screen=off.
missing values q1 q2 q10 q11 q12 q14 q16 q17 q18 q20 to q25 q26 (" ").
frequencies variables=all/statistics=all.
```

Appendix IIE: Data for Group Leader Questionnaire Analysis

```
25002a 412333  3ac1b21b 32 14   bb2a1bcadbc2d
25003bb213434344ab1b33a2241563  ac1a1baabbc2a11
25004ab  4444 43ac1a12a2463251  ab1c1aabcbc1b12
26001aa 15324  3cb1b25 123745611ad1a2baabbc1e33
27004ab 12334 43b  a13b2162453  ab b4baacbc1d4
27001ba1 5243443bb3c43a224 3 1  aa4b4acacbc3b14
27002aa1 6324243ab5a22b3 43  7  ac1a aabcbc1a13
27003ba110434 44ab1a21a2        bb3a1baacbc2a
24001a 4 6313343ac b 3a 2346517 bd1b4dabcbc2b 1
22001b 418344344ac a 2a 231564  aa c6bcbcbc2d2
22002b 4 5434444ac4a54a25234 1  ab1a1babcbc1c1
24002a 41832 343bb1b 3a2156342 2bc1a7dabcbc2c11
26003ab320334334ac a27a2        bb4a7baacbc a12
25001ba1204 4 44ac1a31a         ba4c4aabdbc1d61
25005ab3 6233 33ba1b32b2421365  ab3a4babcbc1e6
26002bb 10413 4 ac a 5a2     3  ad1b1baacbc1b1
26004ab 16344 3  b b23a2521364  ba3c1baacbc2d1
22003a 430344334bb1b46b2561432  aa4a1baacbc3e51
22004b 414334344ab a 4a         ab a1aaacbc1e4
```

Appendix IIF: Output from Group Leader Questionnaire Analysis

TYPE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2	19	100.0	100.0	100.0
	TOTAL	19	100.0	100.0	

Mean	2.000	Std Err	.000	Median	2.000
Mode	2.000	Std Dev	.000	Variance	.000
Range	.000	Minimum	2.000	Maximum	2.000
Sum	38.000				

Valid Cases 19 Missing Cases 0

SITE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2	4	21.1	21.1	21.1
	4	2	10.5	10.5	31.6
	5	5	26.3	26.3	57.9
	6	4	21.1	21.1	78.9
	7	4	21.1	21.1	100.0
	TOTAL	19	100.0	100.0	

Mean	4.895	Std Err	.411	Median	5.000
Mode	5.000	Std Dev	1.792	Variance	3.211
Kurtosis	-.812	S E Kurt	1.014	Skewness	-.602
S E Skew	.524	Range	5.000	Minimum	2.000
Maximum	7.000	Sum	93.000		

Valid Cases 19 Missing Cases 0

NUMBER

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	5	26.3	26.3	26.3
	2	5	26.3	26.3	52.6
	3	4	21.1	21.1	73.7
	4	4	21.1	21.1	94.7
	5	1	5.3	5.3	100.0
	TOTAL	19	100.0	100.0	

Mean	2.526	Std Err	.290	Median	2.000
Mode	1.000	Std Dev	1.264	Variance	1.596
Kurtosis	-1.015	S E Kurt	1.014	Skewness	.303
S E Skew	.524	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	48.000		

Valid Cases 19 Missing Cases 0

Q1 Previously taught

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	a	11	57.9	57.9	57.9
No	b	8	42.1	42.1	100.0
	TOTAL	19	100.0	100.0	

Valid Cases 19 Missing Cases 0

Q2 Workshop

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Great degree	a	5	26.3	41.7	41.7
Some degree	b	7	36.8	58.3	100.0
		7	36.8	MISSING	
	TOTAL	19	100.0	100.0	

Valid Cases 12 Missing Cases 7

Q2C Workshop comment

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Discussions helpful	1	4	21.1	28.6	28.6
More info needed	2	1	5.3	7.1	35.7
Useful, not necessar	3	2	10.5	14.3	50.0
Did not attend	4	7	36.8	50.0	100.0
	.	5	26.3	MISSING	
	TOTAL	19	100.0	100.0	

Mean	2.857	Std Err	.361	Median	3.500
Mode	4.000	Std Dev	1.351	Variance	1.824
Kurtosis	-1.632	S E Kurt	1.154	Skewness	-.575
S E Skew	.597	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	40.000		

Valid Cases 14 Missing Cases 5

Q3 Participants

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	4	1	5.3	5.3	5.3
	5	2	10.5	10.5	15.8
	6	3	15.8	15.8	31.6
	10	2	10.5	10.5	42.1
	12	2	10.5	10.5	52.6
	13	1	5.3	5.3	57.9
	14	1	5.3	5.3	63.2
	15	1	5.3	5.3	68.4
	16	1	5.3	5.3	73.7
	18	2	10.5	10.5	84.2
	20	2	10.5	10.5	94.7
	30	1	5.3	5.3	100.0
	TOTAL	19	100.0	100.0	

Mean	12.632	Std Err	1.553	Median	12.000
Mode	6.000	Std Dev	6.768	Variance	45.801
Kurtosis	.754	S E Kurt	1.014	Skewness	.793
S E Skew	.524	Range	26.000	Minimum	4.000
Maximum	30.000	Sum	240.000		

Valid Cases 19 Missing Cases 0

Q4 Discussion

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Fair	2	2	10.5	10.5	10.5
Good	3	11	57.9	57.9	68.4
Excellent	4	6	31.6	31.6	100.0
	TOTAL	19	100.0	100.0	

Mean	3.211	Std Err	.145	Median	3.000
Mode	3.000	Std Dev	.631	Variance	.398
Kurtosis	-.311	S E Kurt	1.014	Skewness	-.173
S E Skew	.524	Range	2.000	Minimum	2.000
Maximum	4.000	Sum	61.000		

Valid Cases 19 Missing Cases 0

Q5 Anthology

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Poor	1	2	10.5	11.1	11.1
Fair	2	3	15.8	16.7	27.8
Good	3	8	42.1	44.4	72.2
Excellent	4	5	26.3	27.8	100.0
	.	1	5.3	MISSING	
	TOTAL	19	100.0	100.0	

Mean	2.889	Std Err	.227	Median	3.000
Mode	3.000	Std Dev	.963	Variance	.928
Kurtosis	-.211	S E Kurt	1.038	Skewness	-.645
S E Skew	.536	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	52.000		

Valid Cases 18 Missing Cases 1

Q6 Responsiveness

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Good	3	5	26.3	27.8	27.8
Excellent	4	13	68.4	72.2	100.0
	.	1	5.3	MISSING	
	TOTAL	19	100.0	100.0	

Mean	3.722	Std Err	.109	Median	4.000
Mode	4.000	Std Dev	.461	Variance	.212
Kurtosis	-.942	S E Kurt	1.038	Skewness	-1.085
S E Skew	.536	Range	1.000	Minimum	3.000
Maximum	4.000	Sum	67.000		

Valid Cases 18 Missing Cases 1

Q7 Research project

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Fair	2	1	5.3	10.0	10.0
Good	3	7	36.8	70.0	80.0
Excellent	4	2	10.5	20.0	100.0
	.	9	47.4	MISSING	
	TOTAL	19	100.0	100.0	

Mean	3.100	Std Err	.180	Median	3.000
Mode	3.000	Std Dev	.568	Variance	.322
Kurtosis	1.498	S E Kurt	1.334	Skewness	.091
S E Skew	.687	Range	2.000	Minimum	2.000
Maximum	4.000	Sum	31.000		

Valid Cases 10 Missing Cases 9

Q8 Local librarian

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Good	3	4	21.1	23.5	23.5
Excellent	4	13	68.4	76.5	100.0
	.	2	10.5	MISSING	
	TOTAL	19	100.0	100.0	

Mean	3.765	Std Err	.106	Median	4.000
Mode	4.000	Std Dev	.437	Variance	.191
Kurtosis	-.149	S E Kurt	1.063	Skewness	-1.372
S E Skew	.550	Range	1.000	Minimum	3.000
Maximum	4.000	Sum	64.000		

Valid Cases 17 Missing Cases 2

Q9 Satisfaction

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Good	3	9	47.4	52.9	52.9
Excellent	4	8	42.1	47.1	100.0
	.	2	10.5	MISSING	
	TOTAL	19	100.0	100.0	

Mean	3.471	Std Err	.125	Median	3.000
Mode	3.000	Std Dev	.514	Variance	.265
Kurtosis	-2.267	S E Kurt	1.063	Skewness	.130
S E Skew	.550	Range	1.000	Minimum	3.000
Maximum	4.000	Sum	59.000		

Valid Cases 17 Missing Cases 2

Q10 Makeup

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Very literate	a	12	63.2	66.7	66.7
Mixed	b	5	26.3	27.8	94.4
Lacking literary	c	1	5.3	5.6	100.0
		1	5.3	MISSING	
	TOTAL	19	100.0	100.0	

Valid Cases 18 Missing Cases 1

Q11 Adapt presentation

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Great degree	a	1	5.3	5.6	5.6
Some degree	b	9	47.4	50.0	55.6
Not at all	c	8	42.1	44.4	100.0
		1	5.3	MISSING	
	TOTAL	19	100.0	100.0	

Valid Cases 18 Missing Cases 1

Q11C Adapt comment

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Hearing and health	1	9	47.4	75.0	75.0
Speak clearly	3	1	5.3	8.3	83.3
No problems	4	1	5.3	8.3	91.7
None of above	5	1	5.3	8.3	100.0
	.	7	36.8	MISSING	
	TOTAL	19	100.0	100.0	

Mean	1.750	Std Err	.411	Median	1.000
Mode	1.000	Std Dev	1.422	Variance	2.023
Kurtosis	1.454	S E Kurt	1.232	Skewness	1.664
S E Skew	.637	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	21.000		

Valid Cases 12 Missing Cases 7

Q12 Knowledge

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Great degree	a	10	52.6	52.6	52.6
Some degree	b	8	42.1	42.1	94.7
Not at all	c	1	5.3	5.3	100.0
	TOTAL	19	100.0	100.0	

Valid Cases 19 Missing Cases 0

Q12C Knowledge Comment

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Specialization	1	2	10.5	14.3	14.3
Extra activities	2	6	31.6	42.9	57.1
Had to do research	3	3	15.8	21.4	78.6
Familiar	4	2	10.5	14.3	92.9
None of above	5	1	5.3	7.1	100.0
	.	5	26.3	MISSING	
	TOTAL	19	100.0	100.0	

Mean	2.571	Std Err	.309	Median	2.000
Mode	2.000	Std Dev	1.158	Variance	1.341
Kurtosis	-.024	S E Kurt	1.154	Skewness	.665
S E Skew	.597	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	36.000		

Valid Cases 14 Missing Cases 5

Q13 Difficult

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not enough time	1	3	15.8	15.8	15.8
Uneven participation	2	4	21.1	21.1	36.8
Reluctance	3	6	31.6	31.6	68.4
Domination	4	2	10.5	10.5	78.9
Topics irrelevant	5	2	10.5	10.5	89.5
Did not receive	6	1	5.3	5.3	94.7
No program to follow	7	1	5.3	5.3	100.0
	TOTAL	19	100.0	100.0	

Mean	3.158	Std Err	.384	Median	3.000
Mode	3.000	Std Dev	1.675	Variance	2.807
Kurtosis	.164	S E Kurt	1.014	Skewness	.752
S E Skew	.524	Range	6.000	Minimum	1.000
Maximum	7.000	Sum	60.000		

Valid Cases 19 Missing Cases 0

Q14 Library role

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Excellent	a	13	68.4	72.2	72.2
Good	b	5	26.3	27.8	100.0
		1	5.3	MISSING	
	TOTAL	19	100.0	100.0	

Valid Cases 18 Missing Cases 1

Q14C Library comment

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No direct involvemen	1	1	5.3	7.1	7.1
Helpful	2	12	63.2	85.7	92.9
Not organized	3	1	5.3	7.1	100.0
	.	5	26.3	MISSING	
	TOTAL	19	100.0	100.0	

Mean	2.000	Std Err	.105	Median	2.000
Mode	2.000	Std Dev	.392	Variance	.154
Kurtosis	6.500	S E Kurt	1.154	Skewness	.000
S E Skew	.597	Range	2.000	Minimum	1.000
Maximum	3.000	Sum	28.000		

Valid Cases 14 Missing Cases 5

Q15A Publicity

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	2	10.5	15.4	15.4
	2	5	26.3	38.5	53.8
	3	1	5.3	7.7	61.5
	4	2	10.5	15.4	76.9
	5	3	15.8	23.1	100.0
	.	6	31.6	MISSING	
	TOTAL	19	100.0	100.0	

Mean	2.923	Std Err	.415	Median	2.000
Mode	2.000	Std Dev	1.498	Variance	2.244
Kurtosis	-1.476	S E Kurt	1.191	Skewness	.329
S E Skew	.616	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	38.000		

Valid Cases 13 Missing Cases 6

Q15B Resources

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2	4	21.1	28.6	28.6
	3	3	15.8	21.4	50.0
	4	3	15.8	21.4	71.4
	5	1	5.3	7.1	78.6
	6	3	15.8	21.4	100.0
	.	5	26.3	MISSING	
	TOTAL	19	100.0	100.0	

Mean	3.714	Std Err	.412	Median	3.500
Mode	2.000	Std Dev	1.541	Variance	2.374
Kurtosis	-1.235	S E Kurt	1.154	Skewness	.412
S E Skew	.597	Range	4.000	Minimum	2.000
Maximum	6.000	Sum	52.000		

Valid Cases 14 Missing Cases 5

Q15C Meeting space

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	5	26.3	41.7	41.7
	2	1	5.3	8.3	50.0
	3	3	15.8	25.0	75.0
	4	1	5.3	8.3	83.3
	6	1	5.3	8.3	91.7
	7	1	5.3	8.3	100.0
	.	7	36.8	MISSING	
	TOTAL	19	100.0	100.0	

Mean	2.750	Std Err	.592	Median	2.500
Mode	1.000	Std Dev	2.050	Variance	4.205
Kurtosis	.312	S E Kurt	1.232	Skewness	1.087
S E Skew	.637	Range	6.000	Minimum	1.000
Maximum	7.000	Sum	33.000		

Valid Cases 12 Missing Cases 7

Q15D Credibility

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	1	5.3	7.7	7.7
	2	1	5.3	7.7	15.4
	3	4	21.1	30.8	46.2
	4	4	21.1	30.8	76.9
	5	2	10.5	15.4	92.3
	6	1	5.3	7.7	100.0
	.	6	31.6	MISSING	
	TOTAL	19	100.0	100.0	

Mean	3.615	Std Err	.368	Median	4.000
Mode	3.000	Std Dev	1.325	Variance	1.756
Kurtosis	.271	S E Kurt	1.191	Skewness	-.167
S E Skew	.616	Range	5.000	Minimum	1.000
Maximum	6.000	Sum	47.000		

Valid Cases 13 Missing Cases 6

Q15E Outreach

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	3	1	5.3	9.1	9.1
	4	2	10.5	18.2	27.3
	5	4	21.1	36.4	63.6
	6	4	21.1	36.4	100.0
	.	8	42.1	MISSING	
	TOTAL	19	100.0	100.0	

Mean	5.000	Std Err	.302	Median	5.000
Mode	5.000	Std Dev	1.000	Variance	1.000
Kurtosis	-.133	S E Kurt	1.279	Skewness	-.733
S E Skew	.661	Range	3.000	Minimum	3.000
Maximum	6.000	Sum	55.000		

Valid Cases 11 Missing Cases 8

Q15F Librarian

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	4	21.1	28.6	28.6
	2	2	10.5	14.3	42.9
	3	3	15.8	21.4	64.3
	4	2	10.5	14.3	78.6
	5	1	5.3	7.1	85.7
	6	1	5.3	7.1	92.9
	7	1	5.3	7.1	100.0
	.	5	26.3	MISSING	
	TOTAL	19	100.0	100.0	

Mean	3.071	Std Err	.518	Median	3.000
Mode	1.000	Std Dev	1.940	Variance	3.764
Kurtosis	-.356	S E Kurt	1.154	Skewness	.695
S E Skew	.597	Range	6.000	Minimum	1.000
Maximum	7.000	Sum	43.000		

Valid Cases 14 Missing Cases 5

Q15G Other

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	1	5.3	50.0	50.0
	7	1	5.3	50.0	100.0
	.	17	89.5	MISSING	
	TOTAL	19	100.0	100.0	

Mean	4.000	Std Err	3.000	Median	4.000
Mode	1.000	Std Dev	4.243	Variance	18.000
Range	6.000	Minimum	1.000	Maximum	7.000
Sum	8.000				

Valid Cases 2 Missing Cases 17

Q15GC Other comment

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	1	5.3	50.0	50.0
	2	1	5.3	50.0	100.0
	.	17	89.5	MISSING	
	TOTAL	19	100.0	100.0	

Mean	1.500	Std Err	.500	Median	1.500
Mode	1.000	Std Dev	.707	Variance	.500
Range	1.000	Minimum	1.000	Maximum	2.000
Sum	3.000				

Valid Cases 2 Missing Cases 17

Q16 Anthology

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Remembered past	a	12	63.2	63.2	63.2
Search for meaning	b	7	36.8	36.8	100.0
	TOTAL	19	100.0	100.0	

Valid Cases 19 Missing Cases 0

Q17 Anthology quality

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Excellent	a	5	26.3	26.3	26.3
Good	b	8	42.1	42.1	68.4
Fair	c	3	15.8	15.8	84.2
Poor	d	3	15.8	15.8	100.0
	TOTAL	19	100.0	100.0	

Valid Cases 19 Missing Cases 0

Q17C Anthology comment

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not relevant to grou	1	8	42.1	50.0	50.0
Doesn't reflect atti	2	1	5.3	6.3	56.3
Balance of subject	3	3	15.8	18.8	75.0
Great	4	4	21.1	25.0	100.0
	.	3	15.8	MISSING	
	TOTAL	19	100.0	100.0	

Mean	2.188	Std Err	.332	Median	1.500
Mode	1.000	Std Dev	1.328	Variance	1.763
Kurtosis	-1.772	S E Kurt	1.091	Skewness	.392
S E Skew	.564	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	35.000		

Valid Cases 16 Missing Cases 3

Q18 . Supplemental reading

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	a	11	57.9	57.9	57.9
No	b	4	21.1	21.1	78.9
Uncertain	c	4	21.1	21.1	100.0
	TOTAL	19	100.0	100.0	

Valid Cases 19 Missing Cases 0

Q19 Special events

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Videos, etc.	1	9	47.4	50.0	50.0
Writing and drawing	2	1	5.3	5.6	55.6
Supplemental materia	4	5	26.3	27.8	83.3
Speakers	6	1	5.3	5.6	88.9
None	7	2	10.5	11.1	100.0
	.	1	5.3	MISSING	
	TOTAL	19	100.0	100.0	

Mean	2.833	Std Err	.519	Median	1.500
Mode	1.000	Std Dev	2.203	Variance	4.853
Kurtosis	-.712	S E Kurt	1.038	Skewness	.794
S E Skew	.536	Range	6.000	Minimum	1.000
Maximum	7.000	Sum	51.000		

Valid Cases 18 Missing Cases 1

Q20 Leader's guide

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Excellent	a	5	26.3	26.3	26.3
Good	b	12	63.2	63.2	89.5
Poor	d	2	10.5	10.5	100.0
	TOTAL	19	100.0	100.0	

Valid Cases 19 Missing Cases 0

Q21 Lead again

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	a	16	84.2	84.2	84.2
Maybe	c	3	15.8	15.8	100.0
	TOTAL	19	100.0	100.0	

Valid Cases 19 Missing Cases 0

Q22 Sex

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Female	a	11	57.9	57.9	57.9
Male	b	8	42.1	42.1	100.0
	TOTAL	19	100.0	100.0	

Valid Cases 19 Missing Cases 0

Q23 Age

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
25 - 44	b	2	10.5	10.5	10.5
45 - 64	c	15	78.9	78.9	89.5
65 or older	d	2	10.5	10.5	100.0
	TOTAL	19	100.0	100.0	

Valid Cases 19 Missing Cases 0

Q24 Ethnic

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Caucasian	b	19	100.0	100.0	100.0
	TOTAL	19	100.0	100.0	

Valid Cases 19 Missing Cases 0

Q25 Education

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Graduate	c	19	100.0	100.0	100.0
	TOTAL	19	100.0	100.0	

Valid Cases 19 Missing Cases 0

Q25C Degree

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Master's	1	9	47.4	50.0	50.0
Doctorate	2	7	36.8	38.9	88.9
Bachelor's	3	2	10.5	11.1	100.0
	.	1	5.3	MISSING	
	TOTAL	19	100.0	100.0	

Mean	1.611	Std Err	.164	Median	1.500
Mode	1.000	Std Dev	.698	Variance	.487
Kurtosis	-.481	S E Kurt	1.038	Skewness	.724
S E Skew	.536	Range	2.000	Minimum	1.000
Maximum	3.000	Sum	29.000		

Valid Cases 18 Missing Cases 1

Q26 Employment

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Full time teacher	a	4	21.1	21.1	21.1
Part time teacher	b	4	21.1	21.1	42.1
Retired, part time	c	2	10.5	10.5	52.6
Retired	d	5	26.3	26.3	78.9
Other	e	4	21.1	21.1	100.0
	TOTAL	19	100.0	100.0	

Valid Cases 19 Missing Cases 0

Q26C Employment other

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
College	1	9	47.4	56.3	56.3
Emeritus	2	1	5.3	6.3	62.5
Research	3	1	5.3	6.3	68.8
Librarian	4	2	10.5	12.5	81.3
Substitute	5	1	5.3	6.3	87.5
Writer/Editor	6	2	10.5	12.5	100.0
	.	3	15.8	MISSING	
	TOTAL	19	100.0	100.0	

Mean	2.438	Std Err	.483	Median	1.000
Mode	1.000	Std Dev	1.931	Variance	3.729
Kurtosis	-.730	S E Kurt	1.091	Skewness	.934
S E Skew	.564	Range	5.000	Minimum	1.000
Maximum	6.000	Sum	39.000		

Valid Cases 16 Missing Cases 3

Q27 General comments

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Wonderful	1	5	26.3	50.0	50.0
Change length	2	2	10.5	20.0	70.0
Learned a lot	3	2	10.5	20.0	90.0
Change location	4	1	5.3	10.0	100.0
	.	9	47.4	MISSING	
	TOTAL	19	100.0	100.0	

Mean	1.900	Std Err	.348	Median	1.500
Mode	1.000	Std Dev	1.101	Variance	1.211
Kurtosis	-.522	S E Kurt	1.334	Skewness	.863
S E Skew	.687	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	19.000		

Valid Cases 10 Missing Cases 9

Appendix IIG: Command File for Participant Questionnaire Analysis

```
* SPSS/PC+ command file for the NCOA Silver Editions II Evaluation
* This command file produces summary data for questionnaires
* completed by participants.
*
* The command file uses data from the file "PARTIC.ASC", and was
* produced and run using SPSS/PC+ Version 3.0.
*
title NCOA Silver Editions II Participant Questionnaire Analysis.
subtitle Evaluation conducted by Dr. Connie Van Fleet.
data list file="b:\partic.asc" fixed/
type 1
site 2
number 3-5
q1 6 (a)
q2a 7
q2b 8
q2c 9
q2d 10
q2e 11
q2f 12
q3a 13
q3b 14
q3c 15
q3d 16
q3e 17
q3f 18
q3g 19
q4 20 (a)
q5 21 (a)
q6 22 (a)
q6c 23
q7 24
q8 25
q9 26
q10 27
q11 28
q12 29
q712c 30
q13a 31
q13b 32
q13c 33
q13d 34
q13e 35
q13f 36
q14 37
q15 38
q16 39
q17 40
q18 41
leader 42
```

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q19 43 (a)
q20 44 (a)
q21 45 (a)
q22 46 (a)
addcom 47.
var labels
type "Type of questionnaire"
site "Site of questionnaire"
number "Number of questionnaire"
q1 "Use in past year"
q2a "Borrowed books in library"
q2b "Borrowed books by mail"
q2c "Called for information"
q2d "Books through delivery"
q2e "Library sponsored program"
q2f "Other service"
q3a "Topic"
q3b "Friends"
q3c "Group leader"
q3d "Meet people"
q3e "Location"
q3f "Intellectual stimulation"
q3g "Other attraction"
q4 "Group participation"
q5 "Led to use library more"
q6 "Change opinion of library"
q6c "Comment on changed opinion"
q7 "Anthology"
q8 "Relevance"
q9 "Group participation"
q10 "Location of program"
q11 "Local librarian"
q12 "Supplemental reading"
q712c "Comment on learning experience"
q13a "What others said"
q13b "Outside speakers"
q13c "Sharing experience"
q13d "Group leader"
q13e "Supplementary materials"
q13f "Library resources"
q14 "Helpful questions"
q15 "Presenting information"
q16 "Drawing people out"
q17 "Additional resources"
q18 "Discussion on track"
leader "Comments on leader"
q19 "Gender"
q20 "Age"
q21 "Ethnicity"
q22 "Education"
addcom "General comments".
value labels
```

```
q1 'a' "Not at all" 'b' "1ce or 2ce" 'c' "3-6" 'd' "1ce a month"
/q2a to q2e q3a to q3f 0 "no" 1 "yes"
/q7 to q12 q14 to q18 1 "poor" 2 "fair" 3 "good" 4 "excellent"
/q13a to q13f 1 "great value" 2 "somewhat important"
3 "moderately important" 4 "not of great value"
/q4 'a' "First time" 'b' "Participated before"
/q5 q6 'a' "Yes" 'b' "No"
/q19 'a' "Male" 'b' "Female"
/q20 'a' "44 or under" 'b' "45-54" 'c' "55-64" 'd' "65-74" 'e' "75-84"
'f' "over 84"
/q21 'a' "black" 'b' "caucasian" 'c' "hispanic" 'd' "asian"
'e' "native american"
/q22 'a' "less than 8" 'b' "some high school" 'c' "hi schl grad"
'd' "some college" 'e' "college grad" 'f' "grad study"
/q2f 0 "no answer" 1 "reference materials" 2 "books on tape"
3 "magazines, etc." 4 "ILL" 5 "reserve" 6 "volunteer or other"
7 "lps, videos, tapes" 8 "none of the above"
/q3g 0 "no answer" 1 "other program" 2 "always read"
3 "transportation" 4 "no cost" 5 "none of the above"
/q6c 0 "no answer" 1 "already positive" 2 "already use"
3 "physical disability" 4 "learned of new stuff"
5 "librarian/leader" 6 "not aware of outreach"
7 "no connection" 8 "increased use"
9 "none of the above"
/q712c 0 "no answer" 1 "more programs" 2 "improve program"
3 "learned different things" 4 "none of the above"
/leader 0 "no answer" 1 "very informative" 2 "innovative leader"
3 "problems with leader" 4 "none of the above"
/addcom 1 "keep materials" 2 "appreciate program"
3 "specific suggestions" 4 "none of the above".
set screen=off/disk="b:\partic.out".
missing value q1 q4 q5 q6 q19 q20 q21 q22 (" ").
frequencies variables=all/statistics=all.
```

Appendix IIH: Data for Participant Questionnaire Analysis

```
32001c10001010111110baa 33444    2  344444 bcbf
32002d1110101000010aba144444 1      444441bcbf1
32003d1000001011110baa   4443       444 4 bebe
32004b00001011111111aaa 4343 3      44444  ebc
32005d1000101111110aaa 444444   2  344444 acbe
32006c1000121111110abb1334433      244444
32007d0000030011000aba 343432 3 21  34321 adbe
32008d0000101011000baa  444         44444 bdbd
32009c1000100000010aab 4444    4    44443 bcbe
32010c1010101111110aba5334443            bebf
32011d1100061000010abb733443        44444 acbe
32012d1000101010010aab1344443       44444 bcbd
32013c1010101010110aab 344442  4   3444432acbf
32014d1101161011110aab14444441      44444 bdbf1
31001d0010011011110bab14444334      444443bebf
31002c1000001010110abb1444444   4 3 44444 bebd
31003d1010101111000bab14443444      44444 bcbd2
31004d1001001011110bb               4      f f
31005d1110001100110baa2 44443       43344 bebd
31006b0001001000100abb3342422     3434232 afbf2
31007b0000081010010b a 44 4         4444  bebd
31008d1001000010010baa4432144       442421bdbf3
31009d1000000000010bba 333333 2     344333 aeee2
31010b0000101001010baa4443333    1  44344 bebe
31011d0001100000010abb24444442   23 44444 bebf2
31012c0001001000110bab04434         44344 bfbd
31013d1010021010110bbb13443     3  4444441bebe
31014d1010001011110bab 444444       44444 bebd2
31015d101006
31016c1010001000110 bb2333434 2 31  343 4 bcbd
31017d1000001000110aaa 444444      244444 bdef2
31018d1000001001010bab 443233      4342143acbf3
31019d1010001010010ba  443344       44444 bcbe2
31020d1001001001010bbb 33333322  1 4444 4 bdbf2
31021d0001110000010bba64443  1   1  444441bfbf2
31022c1010001010110bab14444     3   444441bdbd
31023d1010050010110bab24434 332 31  444 4 bebd3
31024d1000001010110bab2444333   3   44444 bcbf2
31025d1010000010000bba 444434       444443adbf3
31026b1000060010010bbb 33313        444443bebf2
31027d1000001100000baa 4444 4       4     bdbc
31028b1000000010000b   43343        44444 adbc
31029d1010031100110b     4          3343  bebe3
31030b0000101001010baa44444442  2   444 4 beb
31031a1000001111010bbb 4434 3 2     443 4 bcbe2
31032d1010040010110baa43 434343 21 4312 41bebf3
31033b1000101111110bab144344422 41  444 42bdbd2
31034a       1010010aab1443333    1 3443 3 ad f
31035d1000010010010bba6444444       444441bcbe
31036c0001000100000ba   3            3    bf e
```

```
31037a      0010010a    44           44   bd d
31038b1000100001000b                4     bee
31039a      1000100abb  34  3    1  33434 afbf4
31040a0001001011110aab344444         444441bebd1
35009d1100001001010aaa   33 3        44444    e
35010d1000001001010bbb12244332 4     444441bdbf
35011d1010000010000baa 33343         44333 aeec
35012d1010001001010bbb22 233    4    44444 bdef
35013c1100001000111baa13444443  2    44334 bfbe
35014c1000001000110bbb23334 33       44444 b bd
35015d1000001111100bbb 3344          444 4 beed4
35016c1000101000010bab 234344    13 44444 adbf
35017b0010001011010baa4444           44444 bebb
35018b1000001   100aba 4343 3     2 44444 bebd
35019d1000001001100aaa 22443 2    3 44444 bd d4
35020d1010001010010baa 43443    2   444441adbd
35021a0000001001000abb  33           3   3 aeeb2
35022d1000001000000ab   4444        44444
35023a0000000010000baa 333433        44444 adbf
35024a0000000000010abb 432444  2   343224 beef
35025c1010071010110bab13333 3        44444 bdbd
35026d1000001001010aab23434   2  1  44444 bcbd2
35027d1000011010010bbb 2234 3   2 3433434 adb
35028d1000011000110bbb2344333     2 34343 bebe
35029d1000001000010aaa4333343      332332 bdbe3
35030a0000000001110bb  333433   2 3444343 bcbd
35031b1000001011100bba 3233          44444 afbf
35032b0000011000010ab  334443        44444 ad f3
35033d1000001100010bbb 334443 1      33232 bdbf
35034d1000010101110aaa44344  3       44444 bdbf
35035d1010161110111aab1334443        44444 bdbc
35036c1000101111111bab1444433     3433433 bdbf
35037d1000010100010bb  334443   3   444432bdbf
35038d1000001000000abb  3333  2  13 34333 bfbf
35039a0000003100000aba63344 3     3 34344 bdbf2
35040d1000001110111bab13434333       44444 bd d2
35041d1000061100010bab13344433       433442bcbf
35042c1000011100014aaa63344432 3   2434433bcbc2
35043d1010171011010baa43444441       444431bdbf2
35044d1000001000000bbb 2442
35045d1010101110000bab143234         23221 bdbf
35046d1000001001010ab             2   33432 bdbd3
34001d00101011111110b a5  44         44234 adee3
34002d01010011101l0ba      4         44334 aceb3
34003b0000000111100aa                    fe
34004d0011001000008ab  44444 4       44444 bded
34005b1000000100100baa 44444         44444 bd c
34006b0000001000000a   3                4  ae b
34007c1000000101110baa 43  44        444 3 aebb
34008c1000001000110aaa444342         44433 beb
34009c1000001000010aaa44444443             bbbc3
34010d1000101000110bba 333323        43433 adbc1
```

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34011d1000000000105abb23334          444   bcbc3
34012d0000030000010aba433443     2 4344444 acbc
34013c1000021001110aa 432343223 1   434342bdbd3
34014d1000001111110bba1 3243       344443  bebc
34015d1000000010010abb12244 44       444441bdbe1
34016b1000000000010aba 333443        34433 aeea
34017c1000071111110baa 334444        443432bebe
34018b1000010100000baa44 42334       444441bdbd
34019d1000001100010bbb1 433444       444441bd
34020d1100001101110bbb2443343        44333 bd e
34021a0000000100000aaa 33433               bdbe
34022 00101011111108baa 44444 4
34023d1000100111000aa  4 4344        4     be
34024d1000101111110b b23332434       43334 bdbd1
34025a0000001101100b a  4 44 4       444   bd a
34026d0100060110005bbb2 4    4       44444 afb
34027d00101011010000ba               444442bdea1
34028d1110001111115ba 44 3444        44334 bcbe
34029c1000081101110ab  4443        3244444 bdb
34030b0000000101000aba               44444 bebe
34031d1000070110110baa 33 442   3 4 34344 bdbc
34032c1000000000010aa  33423    3 2 33333 bebc
34033d00100071111100baa 3344 34      44333 be a
34034a0000000100000bbb 223  1         3322 beba
34035d1011071111110baa 444444        444441adbd2
32015d0001001010110a  24433434       44443 bebd1
32016d1000001010010aab 444444   3  444444 ad c
32017d1010100000010bbb 443343   2  344343 bcbd2
32018d1000001010010abb 443334        44444 acbd
37001d1000100101110aab        1      23242 bdbf
37002d1100000010110abb 3233424     3433433 aabd
37003d1100081111000aab14431424 3     344231aabd
37004d1000001111000bab 3333434       333331acec
37005d1110001100010aaa4343343        43434 acbd1
37006c1000001000110bab24433331  3 2 443434bdbe
37007a0000080000010aaa 33333 4       444441adbd
37008d1110101001110abb 444443 3      34444 bcbe
37009d1110061111115baa44444442      3444442bdbd2
37010d1110101000110abb 234 2         323213 bebd
37011c1100001001100abb 233343        44434 adba
37012d1000140010010bbb233444423 4  244343 bbbf3
37013d1000081000110bbb14444442       444442bdbd1
37014d1000001010010aaa44433443 4  23444441bbbf2
37015c1000001000010aab24344434       344442bbbf1
37016d0000081000010abb44444444  3  4444432bbbf1
37017 1000000000010ba 1  3444 100110444442bebd4
37018d1000101000010bab 4333332   1  334332adbf3
37019c1100000100000baa82333          33333 adbd
37020d1010100000010ba 12244 421 2    434 4 bdbd
36001b0000081010000abb22343   1 21  3 4   bebf3
36002a0010001010000bb 1 34           433 3 bfbf3
36003a1000001000000aaa 42444         44344 be  2
```

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36004d10000011100000bbb22344112      4444441bebf
36005a0000001111105abb14334 3         44444 bfac4
36006d10101811101l0aa 143443 2        433 2 be c4
36007d10100010011l0baa9224322     2   33333 bbbd
36008c1000181010110bbb1 1343          43433 be d1
36009d10101010001l0bbb    44      2   344444 bdad
36010b1000001111010bab    3           33323  deb
36011d1000080000005bba9433443 4 3   244444 af f4
36012c10100010001l0baa4343443     3    334334beb
36013 10100011001l0aaa 4434           444 4 ae
36014d10000111101l0bbb222333 4        44424 be
36015d10101010000l0bbb 2 333          33333 bebf
36016d0000081000000aaa 444444         44444 aebd
36017d10000010000l0bab 133333         32233 bebe
36018 10100810001l1bbb12334434        444442bebc4
36019d10101010001l0bba43344432 4    244444 bdef
36020b1000001110110bba 124434 2       44444 bebe
36021d10100011101l0baa44444444  3    44444 bebf
36022a10101010001l0bba4333333 34      33333 bcbd
36023d10001110100l0abb1444433         44444 bdbd4
36024d10000710101l0baa 444443  3      44434 bdbd
36025b1000000010010aaa144344     31   44444 bdbc
36026d10000710000l0bab 333333  4      33333 acbe
36027d10101010100l0bbb1444433         44444 bdbe1
36028c1000001111110 aa94444444        444442bdbd4
36029c10001010100l0baa 334443         44444 bdbd
36030d10000700100l0baa1 3234      14 444323aebf
36031 0000181000015baa  34  44        4444  bc
36032d10000010011l0aaa 444433         44444 acaf
36033c10000700101l0bab 33333          4444  be f
36034d10000600100l0aba         2  1  444 4 bebd
36035d10111000100l0bab143343          43433 bdbc4
36036d10100001000l0aaa 44444412           2bcb
36037d10111010000l0ba 9443444         44444 b   2
36038a0000001100110aaa4324
36039b1000000000010aab 3333334        44333 bdbc
36040c0000080100000aba9  43           44444 beeb4
36041c10100001000l0a b2  434          44334 bd
36042c10101811101l5bbb14444441        444442bdbc
36043d10000610000l5aaa44444444        44444 bdbd4
36044b10100010001l1baa 4444 4         55555    c
36045d10001610111l0ba 94444444  2     444442bded1
36046c00101010000l0baa 4443  4     2 44444 adbf1
36047d10101010100l1bab 443444 4  1 2444442bdbd
36048b1000001101010ba    444          44444 bdec1
36049b00101011111l10baa 4433434 2     44444 bdbc4
36050d10001010100l0baa14444444              aebe1
36051c10101010011l0baa833433342  1   443342bdbd4
36052c10000010101l0ba  4444444  2    444442bdbe4
36053d10000710001l0bab144443 4 4    2444342bebc4
36054d10001711111l0baa 44444     2    444 4 bebd1
36055d10001611111l0bbb13444434 3      434332bdbf1
```

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36056c10101611111110bab  444 4        44    beed
36057d1010101100101baa 343444         443434bdbf
36058d1010061000111a  243344343  2  444 3 aebe3
36059d1010101000110bba944444442 4    444 4 bebf
36060d1000171010010bbb14344 34   2 34444 4 bebe1
36061d1000100010010bab 444433    2   44444  ebf
36062d1010161011114baa9344  3    3   44434 bdbe4
36063c1000001010010aab24434           44444 bebd
36064d1010101010110bbb14444   2            bdbd4
36065d1000100000010bbb144444          4   44bebd
36066d1010071010110aaa 44343342 31 4444442bdbf
36067b1000001000000baa94444232        444442abbf
36068c0000101000000abb 3 3 3 4        44444 afec
36069c1010080000110aab 4444           44444 bdbf
36070d1000131000111bba94444444  2  4444442bebe4
36071d1000181000115ba 9                444442bebf4
35047c1000101001010bab 344444         44344 bdbe
35048d1000071000010bba 33             3344  bebc
35049d1000101000010bbb 44343          44444 bdbd
35050d1010101111010aaa94 4443         444442bdee1
35051d1100100000010bbb2243333    3 2444444 bdbf
35052d1000171111110bab1334433    3    44444 bdbd3
35053d1011061101110baa64 4434 2       44433 bfbf
35054d1010000000010baa933443          4443 4 bdd
35055c1000101100010ba  444444         44444 aebf
36056d1000061000110bab144444    3     4444 2bdbf1
35057c1000101011101baa43444332   4 2344434 bdbe4
35058d1010101100110baa94444444   3    34444 be e
35059c0011101000010bab24334444   3    44444 bdbc4
35060c1010101011115bbb24443444        444442adbf
35061c1000000000005aaa933442 4       2444432adbe1
35062d1000001010010abb1334434    3    444442bdbd
35063d1010011001015baa 334443         44444 bfbe3
35064d1000101000000bbb 34344          44444 ac f3
35065d1010071000010bbb2332433 1 3   434443 aebf
35066d1001001001010bba 43334 41 324 44433 bdbe2
35067d1000000000010bab14444444   4    444444bdbf1
35068c1000161000010b  24444444     2 44444 bebd
35069d1010001001010bab14444444        444442bebd1
35070d1011061001111abb24444 3         43433 bdbd2
35071a0000081000010baa 444442        244444 bdbc1
35072c1000001000100aaa53344 3 1 23 443442 bdbd1
35073a0000001001010aaa    4       2      444 beb
35074d1100001001110aa  3433 3 1      33432 bebe
35075b1010000100010aba6       4     34      4afbc4
35076d1110101100015bbb 3344 3    3           bcbf2
31041c1010080000110bbb 3324 4    4 2 443 3 bdbe
31042d00 0030101112 aa 4444444        44444 becc
31043d1001001010010baa8444232    314 44444 bdbf
31044d1000001001110aaa4433444    2    444 4 bebd
31045d1000001010110bba84334334   2    44444  dbd
31047a0000001100110aab2 3 4        2 444 4 bebc
```

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31048d10000211001l5bba93334 3    3  444334 bbbd
31049a0000001000000abb  323         44434  aebf
31050b0000100000000 a                      be b
31051a0000001000000baa 44344     3   44344  ebd
31052c0000000000100 ab 332422     23433332 bfc
31053c1000101000110bbb 22243     2 3 44443  dbd
31054d0001000000110abb23334    2 31 4       bebe
31055d1000111110015bab1444444         44444 bfbe
31056d1000001010100aba6 44432 2       44444 bebc
31057c0001001100100ba 14434 4         44444 bfbd
31058c1000001100110aaa93434333   2  343444 bebf
31059a0000001101013bba444233 2    1  44344 bebe
31060d1010011000000b  24444      3   44444 bebe
31061d0001001110100bbb2343333         44343 bebd
31062a0000001010110bba444344314 3     44444 bfbe
31063b1000000010015ba  34              44444 bebd
31046c1000001010010baa94444444        44444  dce
32019a0000080110100ab 9  24      4    444 3  ebc
32020a0000001111110aba 444444         44444 becb
32021a0000001111110aba 444444         44444 bdbc
32022a0010001111110aba 444444    3    44444 aecb
32023a0000001111110aaa 444444   3     44444 bccc
32024d1000001111110aaa 334443         44444 bdbb
32025c1000001111110aaa 44444          44444 bdcd
32026c00000811 1110bbb8332432         33223 adbf4
32027 1000100100100a b 34 43          33 33 bd d
32028a0000000110100  b 3333           33 32 bdbd
32029d1010001111110aaa 434443         44434 bebc1
32030d1010021111115abb93344322   3    434332bd e4
32031d1110001110110bab 433444         44422 bbbf2
32032b1010000000100aaa5444443   4  3 44444 babd
32033a0000000000000bba13333344        333332afbc
32034b0000001111115aba8444442         44444 beec
32035c1000001000110bbb1334443 4   12333334 bebd1
32036b0010000111010a    333     1     3333  beec
32037c1010001111110b a944444 2   2    444442bbbe2
32038c1010001010110aaa94444442   3    444442abbf2
32039c1010101111115ab  443444          44443 bdb
35001 1000000000010bbb14433        31  44444 fbd
35002c1000001110110aab944333        1 44444 aebf
35003d1000161000010bbb93333332         3334  bebc
35004d1000000011110aaa0433331 2   1 344444 bebd
35005d1000101110110aaa 444443          44443 bcbc
35006 1001061100100bbb2 44444 10020044444 ebd
35007c1001161010115baa14444441 23    44444 bdbc
35008d1100161000010bba9 3 3 321       34244 aeef
```

Appendix III: Output from Participant Questionnaire Analysis

TYPE Type of questionnaire

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	3	304	100.0	100.0	100.0
	TOTAL	304	100.0	100.0	

Mean	3.000	Std Err	.000	Median	3.000
Mode	3.000	Std Dev	.000	Variance	.000
Range	.000	Minimum	3.000	Maximum	3.000
Sum	912.000				

Valid Cases 304 Missing Cases 0

SITE Site of questionnaire

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	63	20.7	20.7	20.7
	2	39	12.8	12.8	33.6
	4	35	11.5	11.5	45.1
	5	75	24.7	24.7	69.7
	6	72	23.7	23.7	93.4
	7	20	6.6	6.6	100.0
	TOTAL	304	100.0	100.0	

Mean	4.039	Std Err	.117	Median	5.000
Mode	5.000	Std Dev	2.044	Variance	4.177
Kurtosis	-1.348	S E Kurt	.279	Skewness	-.378
S E Skew	.140	Range	6.000	Minimum	1.000
Maximum	7.000	Sum	1228.000		

Valid Cases 304 Missing Cases 0

NUMBER Number of questionnaire

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	6	2.0	2.0	2.0
	2	6	2.0	2.0	3.9
	3	6	2.0	2.0	5.9
	4	6	2.0	2.0	7.9
	5	6	2.0	2.0	9.9
	6	6	2.0	2.0	11.8
	7	6	2.0	2.0	13.8
	8	6	2.0	2.0	15.8
	9	6	2.0	2.0	17.8
	10	6	2.0	2.0	19.7
	11	6	2.0	2.0	21.7
	12	6	2.0	2.0	23.7
	13	6	2.0	2.0	25.7
	14	6	2.0	2.0	27.6
	15	6	2.0	2.0	29.6
	16	6	2.0	2.0	31.6
	17	6	2.0	2.0	33.6
	18	6	2.0	2.0	35.5
	19	6	2.0	2.0	37.5
	20	6	2.0	2.0	39.5
	21	5	1.6	1.6	41.1
	22	5	1.6	1.6	42.8
	23	5	1.6	1.6	44.4
	24	5	1.6	1.6	46.1
	25	5	1.6	1.6	47.7
	26	5	1.6	1.6	49.3
	27	5	1.6	1.6	51.0
	28	5	1.6	1.6	52.6
	29	5	1.6	1.6	54.3
	30	5	1.6	1.6	55.9
	31	5	1.6	1.6	57.6
	32	5	1.6	1.6	59.2
	33	5	1.6	1.6	60.9
	34	5	1.6	1.6	62.5
	35	5	1.6	1.6	64.1
	36	4	1.3	1.3	65.5
	37	4	1.3	1.3	66.8
	38	4	1.3	1.3	68.1
	39	4	1.3	1.3	69.4
	40	3	1.0	1.0	70.4
	41	3	1.0	1.0	71.4
	42	3	1.0	1.0	72.4
	43	3	1.0	1.0	73.4
	44	3	1.0	1.0	74.3
	45	3	1.0	1.0	75.3
	46	3	1.0	1.0	76.3
	47	3	1.0	1.0	77.3

48	3	1.0	1.0	78.3
49	3	1.0	1.0	79.3
50	3	1.0	1.0	80.3
51	3	1.0	1.0	81.3
52	3	1.0	1.0	82.2
53	3	1.0	1.0	83.2
54	3	1.0	1.0	84.2
55	3	1.0	1.0	85.2
56	3	1.0	1.0	86.2
57	3	1.0	1.0	87.2
58	3	1.0	1.0	88.2
59	3	1.0	1.0	89.1
60	3	1.0	1.0	90.1
61	3	1.0	1.0	91.1
62	3	1.0	1.0	92.1
63	3	1.0	1.0	93.1
64	2	.7	.7	93.8
65	2	.7	.7	94.4
66	2	.7	.7	95.1
67	2	.7	.7	95.7
68	2	.7	.7	96.4
69	2	.7	.7	97.0
70	2	.7	.7	97.7
71	2	.7	.7	98.4
72	1	.3	.3	98.7
73	1	.3	.3	99.0
74	1	.3	.3	99.3
75	1	.3	.3	99.7
76	1	.3	.3	100.0
TOTAL	304	100.0	100.0	

Mean	29.993	Std Err	1.147	Median	27.000
Mode	1.000	Std Dev	20.004	Variance	400.152
Kurtosis	-.858	S E Kurt	.279	Skewness	.455
S E Skew	.140	Range	75.000	Minimum	1.000
Maximum	76.000	Sum	9118.000		

Valid Cases	304	Missing Cases	0

Q1 Use in past year

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all	a	33	10.9	11.1	11.1
1ce or 2ce	b	34	11.2	11.5	22.6
3-6	c	64	21.1	21.6	44.3
1ce a month	d	165	54.3	55.7	100.0
		8	2.6	MISSING	
	TOTAL	304	100.0	100.0	

Valid Cases 296 Missing Cases 8

Q2A Borrowed books in library

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
no	0	71	23.4	23.6	23.6
yes	1	230	75.7	76.4	100.0
	.	3	1.0	MISSING	
	TOTAL	304	100.0	100.0	

Mean	.764	Std Err	.025	Median	1.000
Mode	1.000	Std Dev	.425	Variance	.181
Kurtosis	-.439	S E Kurt	.280	Skewness	-1.250
S E Skew	.140	Range	1.000	Minimum	.000
Maximum	1.000	Sum	230.000		

Valid Cases 301 Missing Cases 3

Q2B Borrowed books by mail

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
no	0	278	91.4	92.4	92.4
yes	1	23	7.6	7.6	100.0
	.	3	1.0	MISSING	
	TOTAL	304	100.0	100.0	

Mean	.076	Std Err	.015	Median	.000
Mode	.000	Std Dev	.266	Variance	.071
Kurtosis	8.327	S E Kurt	.280	Skewness	3.205
S E Skew	.140	Range	1.000	Minimum	.000
Maximum	1.000	Sum	23.000		

Valid Cases 301 Missing Cases 3

Q2C Called for information

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
no	0	210	69.1	70.0	70.0
yes	1	90	29.6	30.0	100.0
	.	4	1.3	MISSING	
	TOTAL	304	100.0	100.0	

Mean	.300	Std Err	.027	Median	.000
Mode	.000	Std Dev	.459	Variance	.211
Kurtosis	-1.239	S E Kurt	.281	Skewness	.877
S E Skew	.141	Range	1.000	Minimum	.000
Maximum	1.000	Sum	90.000		

Valid Cases 300 Missing Cases 4

Q2D Books through delivery

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
no	0	275	90.5	91.4	91.4
yes	1	26	8.6	8.6	100.0
	.	3	1.0	MISSING	
	TOTAL	304	100.0	100.0	

Mean	.086	Std Err	.016	Median	.000
Mode	.000	Std Dev	.281	Variance	.079
Kurtosis	6.804	S E Kurt	.280	Skewness	2.960
S E Skew	.140	Range	1.000	Minimum	.000
Maximum	1.000	Sum	26.000		

Valid Cases 301 Missing Cases 3

Q2E Library sponsored program

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
no	0	211	69.4	70.1	70.1
yes	1	90	29.6	29.9	100.0
	.	3	1.0	MISSING	
	TOTAL	304	100.0	100.0	

Mean	.299	Std Err	.026	Median	.000
Mode	.000	Std Dev	.459	Variance	.210
Kurtosis	-1.229	S E Kurt	.280	Skewness	.882
S E Skew	.140	Range	1.000	Minimum	.000
Maximum	1.000	Sum	90.000		

Valid Cases 301 Missing Cases 3

Q2F Other service

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
no answer	0	212	69.7	70.4	70.4
reference materials	1	15	4.9	5.0	75.4
books on tape	2	5	1.6	1.7	77.1
magazines, etc.	3	5	1.6	1.7	78.7
ILL	4	2	.7	.7	79.4
reserve	5	1	.3	.3	79.7
volunteer or other	6	23	7.6	7.6	87.4
lps, videos, tapes	7	17	5.6	5.6	93.0
none of the above	8	21	6.9	7.0	100.0
	.	3	1.0	MISSING	
	TOTAL	304	100.0	100.0	

Mean	1.588	Std Err	.162	Median	.000
Mode	.000	Std Dev	2.818	Variance	7.943
Kurtosis	.224	S E Kurt	.280	Skewness	1.414
S E Skew	.140	Range	8.000	Minimum	.000
Maximum	8.000	Sum	478.000		

Valid Cases 301 Missing Cases 3

Q3A Topic

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
no	0	76	25.0	25.1	25.1
yes	1	226	74.3	74.6	99.7
	3	1	.3	.3	100.0
	.	1	.3	MISSING	
	TOTAL	304	100.0	100.0	

Mean	.756	Std Err	.026	Median	1.000
Mode	1.000	Std Dev	.453	Variance	.205
Kurtosis	1.064	S E Kurt	.279	Skewness	-.654
S E Skew	.140	Range	3.000	Minimum	.000
Maximum	3.000	Sum	229.000		

Valid Cases 303 Missing Cases 1

Q3B Friends

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
no	0	195	64.1	64.6	64.6
yes	1	107	35.2	35.4	100.0
	.	2	.7	MISSING	
	TOTAL	304	100.0	100.0	

Mean	.354	Std Err	.028	Median	.000
Mode	.000	Std Dev	.479	Variance	.230
Kurtosis	-1.636	S E Kurt	.280	Skewness	.612
S E Skew	.140	Range	1.000	Minimum	.000
Maximum	1.000	Sum	107.000		

Valid Cases 302 Missing Cases 2

Q3C Group leader

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
no	0	164	53.9	54.5	54.5
yes	1	137	45.1	45.5	100.0
	.	3	1.0	MISSING	
	TOTAL	304	100.0	100.0	

Mean	.455	Std Err	.029	Median	.000
Mode	.000	Std Dev	.499	Variance	.249
Kurtosis	-1.980	S E Kurt	.280	Skewness	.181
S E Skew	.140	Range	1.000	Minimum	.000
Maximum	1.000	Sum	137.000		

Valid Cases 301 Missing Cases 3

Q3D Meet people

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
no	0	202	66.4	66.9	66.9
yes	1	100	32.9	33.1	100.0
	.	2	.7	MISSING	
	TOTAL	304	100.0	100.0	

Mean	.331	Std Err	.027	Median	.000
Mode	.000	Std Dev	.471	Variance	.222
Kurtosis	-1.490	S E Kurt	.280	Skewness	.721
S E Skew	.140	Range	1.000	Minimum	.000
Maximum	1.000	Sum	100.000		

Valid Cases 302 Missing Cases 2

Q3E Location

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
no	0	151	49.7	49.8	49.8
yes	1	152	50.0	50.2	100.0
	.	1	.3	MISSING	
	TOTAL	304	100.0	100.0	

Mean	.502	Std Err	.029	Median	1.000
Mode	1.000	Std Dev	.501	Variance	.251
Kurtosis	-2.013	S E Kurt	.279	Skewness	-.007
S E Skew	.140	Range	1.000	Minimum	.000
Maximum	1.000	Sum	152.000		

Valid Cases 303 Missing Cases 1

Q3F Intellectual stimulation

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
no	0	74	24.3	24.4	24.4
yes	1	229	75.3	75.6	100.0
	.	1	.3	MISSING	
	TOTAL	304	100.0	100.0	

Mean	.756	Std Err	.025	Median	1.000
Mode	1.000	Std Dev	.430	Variance	.185
Kurtosis	-.572	S E Kurt	.279	Skewness	-1.197
S E Skew	.140	Range	1.000	Minimum	.000
Maximum	1.000	Sum	229.000		

Valid Cases 303 Missing Cases 1

Q3G Other attraction

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
no answer	0	263	86.5	86.8	86.8
other program	1	13	4.3	4.3	91.1
always read	2	1	.3	.3	91.4
transportation	3	1	.3	.3	91.7
no cost	4	2	.7	.7	92.4
none of the above	5	21	6.9	6.9	99.3
	8	2	.7	.7	100.0
	.	1	.3	MISSING	
	TOTAL	304	100.0	100.0	

Mean	.485	Std Err	.084	Median	.000
Mode	.000	Std Dev	1.455	Variance	2.118
Kurtosis	8.616	S E Kurt	.279	Skewness	3.092
S E Skew	.140	Range	8.000	Minimum	.000
Maximum	8.000	Sum	147.000		

Valid Cases 303 Missing Cases 1

Q4 Group participation

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
First time	a	116	38.2	39.1	39.1
Participated before	b	181	59.5	60.9	100.0
		7	2.3	MISSING	
	TOTAL	304	100.0	100.0	

Valid Cases 297 Missing Cases 7

Q5 Led to use library more

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	a	165	54.3	57.9	57.9
No	b	120	39.5	42.1	100.0
		19	6.3	MISSING	
	TOTAL	304	100.0	100.0	

Valid Cases 285 Missing Cases 19

Q6 Change opinion of library

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	a	131	43.1	50.4	50.4
No	b	129	42.4	49.6	100.0
		44	14.5	MISSING	
	TOTAL	304	100.0	100.0	

Valid Cases 260 Missing Cases 44

Q6C Comment on changed opinion

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
no answer	0	2	.7	1.2	1.2
already positive	1	54	17.8	33.1	34.4
already use	2	34	11.2	20.9	55.2
physical disability	3	2	.7	1.2	56.4
learned of new stuff	4	28	9.2	17.2	73.6
librarian/leader	5	4	1.3	2.5	76.1
not aware of outreac	6	7	2.3	4.3	80.4
no connection	7	1	.3	.6	81.0
increased use	8	6	2.0	3.7	84.7
none of the above	9	25	8.2	15.3	100.0
	.	141	46.4	MISSING	
	TOTAL	304	100.0	100.0	

Mean	3.571	Std Err	.229	Median	2.000
Mode	1.000	Std Dev	2.927	Variance	8.568
Kurtosis	-.672	S E Kurt	.378	Skewness	.881
S E Skew	.190	Range	9.000	Minimum	.000
Maximum	9.000	Sum	582.000		

Valid Cases 163 Missing Cases 141

Q7 Anthology

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
poor	1	2	.7	.8	.8
fair	2	20	6.6	7.8	8.6
good	3	93	30.6	36.2	44.7
excellent	4	142	46.7	55.3	100.0
	.	47	15.5	MISSING	
	TOTAL	304	100.0	100.0	

Mean	3.459	Std Err	.042	Median	4.000
Mode	4.000	Std Dev	.673	Variance	.452
Kurtosis	.483	S E Kurt	.303	Skewness	-1.014
S E Skew	.152	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	889.000		

Valid Cases 257 Missing Cases 47

Q8 Relevance

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
poor	1	1	.3	.4	.4
fair	2	15	4.9	5.6	5.9
good	3	106	34.9	39.3	45.2
excellent	4	148	48.7	54.8	100.0
	.	34	11.2	MISSING	
	TOTAL	304	100.0	100.0	

Mean	3.485	Std Err	.038	Median	4.000
Mode	4.000	Std Dev	.620	Variance	.385
Kurtosis	.241	S E Kurt	.295	Skewness	-.886
S E Skew	.148	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	941.000		

Valid Cases 270 Missing Cases 34

Q9 Group participation

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
fair	2	15	4.9	5.4	5.4
good	3	99	32.6	35.5	40.9
excellent	4	165	54.3	59.1	100.0
	.	25	8.2	MISSING	
	TOTAL	304	100.0	100.0	

Mean	3.538	Std Err	.036	Median	4.000
Mode	4.000	Std Dev	.598	Variance	.357
Kurtosis	-.165	S E Kurt	.291	Skewness	-.909
S E Skew	.146	Range	2.000	Minimum	2.000
Maximum	4.000	Sum	987.000		

Valid Cases 279 Missing Cases 25

Q10 Location of program

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
poor	1	3	1.0	1.1	1.1
fair	2	6	2.0	2.2	3.3
good	3	68	22.4	25.1	28.4
excellent	4	194	63.8	71.6	100.0
	.	33	10.9	MISSING	
	TOTAL	304	100.0	100.0	

Mean	3.672	Std Err	.035	Median	4.000
Mode	4.000	Std Dev	.577	Variance	.332
Kurtosis	4.358	S E Kurt	.295	Skewness	-1.926
S E Skew	.148	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	995.000		

Valid Cases 271 Missing Cases 33

Q11 Local librarian

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
poor	1	1	.3	.5	.5
fair	2	8	2.6	3.7	4.1
good	3	76	25.0	35.0	39.2
excellent	4	132	43.4	60.8	100.0
	.	87	28.6	MISSING	
	TOTAL	304	100.0	100.0	

Mean	3.562	Std Err	.040	Median	4.000
Mode	4.000	Std Dev	.591	Variance	.349
Kurtosis	.988	S E Kurt	.329	Skewness	-1.127
S E Skew	.165	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	773.000		

Valid Cases 217 Missing Cases 87

Q12 Supplemental reading

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
poor	1	3	1.0	1.5	1.5
fair	2	15	4.9	7.7	9.3
good	3	96	31.6	49.5	58.8
excellent	4	80	26.3	41.2	100.0
	.	110	36.2	MISSING	
	TOTAL	304	100.0	100.0	

Mean	3.304	Std Err	.049	Median	3.000
Mode	3.000	Std Dev	.679	Variance	.461
Kurtosis	.656	S E Kurt	.347	Skewness	-.763
S E Skew	.175	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	641.000		

Valid Cases 194 Missing Cases 110

Q712C Comment on learning experience

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
more programs	1	9	3.0	9.5	9.5
improve program	2	24	7.9	25.3	34.7
learned different th	3	9	3.0	9.5	44.2
none of the above	4	53	17.4	55.8	100.0
	.	209	68.8	MISSING	
	TOTAL	304	100.0	100.0	

Mean	3.116	Std Err	.112	Median	4.000
Mode	4.000	Std Dev	1.090	Variance	1.189
Kurtosis	-1.092	S E Kurt	.490	Skewness	-.687
S E Skew	.247	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	296.000		

Valid Cases 95 Missing Cases 209

Q13A What others said

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
great value	1	12	3.9	28.6	28.6
somewhat important	2	19	6.3	45.2	73.8
moderately important	3	7	2.3	16.7	90.5
not of great value	4	4	1.3	9.5	100.0
	.	262	86.2	MISSING	
	TOTAL	304	100.0	100.0	

Mean	2.071	Std Err	.142	Median	2.000
Mode	2.000	Std Dev	.921	Variance	.848
Kurtosis	-.238	S E Kurt	.717	Skewness	.640
S E Skew	.365	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	87.000		

Valid Cases 42 Missing Cases 262

Q13B Outside speakers

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	2	.7	10.0	10.0
somewhat important	2	3	1.0	15.0	25.0
moderately important	3	6	2.0	30.0	55.0
not of great value	4	9	3.0	45.0	100.0
	.	284	93.4	MISSING	
	TOTAL	304	100.0	100.0	

Mean	3.000	Std Err	.281	Median	3.000
Mode	4.000	Std Dev	1.257	Variance	1.579
Kurtosis	1.503	S E Kurt	.992	Skewness	-1.415
S E Skew	.512	Range	4.000	Minimum	.000
Maximum	4.000	Sum	60.000		

Valid Cases 20 Missing Cases 284

Q13C Sharing experience

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	2	.7	2.7	2.7
great value	1	1	.3	1.3	4.0
somewhat important	2	28	9.2	37.3	41.3
moderately important	3	35	11.5	46.7	88.0
not of great value	4	9	3.0	12.0	100.0
	.	229	75.3	MISSING	
	TOTAL	304	100.0	100.0	

Mean	2.640	Std Err	.094	Median	3.000
Mode	3.000	Std Dev	.816	Variance	.666
Kurtosis	1.516	S E Kurt	.548	Skewness	-.620
S E Skew	.277	Range	4.000	Minimum	.000
Maximum	4.000	Sum	198.000		

Valid Cases 75 Missing Cases 229

Q13D Group leader

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
great value	1	27	8.9	77.1	77.1
somewhat important	2	6	2.0	17.1	94.3
moderately important	3	2	.7	5.7	100.0
	.	269	88.5	MISSING	
	TOTAL	304	100.0	100.0	

Mean	1.286	Std Err	.097	Median	1.000
Mode	1.000	Std Dev	.572	Variance	.328
Kurtosis	2.929	S E Kurt	.778	Skewness	1.934
S E Skew	.398	Range	2.000	Minimum	1.000
Maximum	3.000	Sum	45.000		

Valid Cases 35 Missing Cases 269

Q13E Supplementary materials

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	1	.3	2.6	2.6
great value	1	3	1.0	7.7	10.3
somewhat important	2	12	3.9	30.8	41.0
moderately important	3	18	5.9	46.2	87.2
not of great value	4	5	1.6	12.8	100.0
	.	265	87.2	MISSING	
	TOTAL	304	100.0	100.0	

Mean	2.590	Std Err	.146	Median	3.000
Mode	3.000	Std Dev	.910	Variance	.827
Kurtosis	.615	S E Kurt	.741	Skewness	-.613
S E Skew	.378	Range	4.000	Minimum	.000
Maximum	4.000	Sum	101.000		

Valid Cases 39 Missing Cases 265

Q13F Library resources

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	2	.7	3.7	3.7
somewhat important	2	11	3.6	20.4	24.1
moderately important	3	17	5.6	31.5	55.6
not of great value	4	24	7.9	44.4	100.0
	.	250	82.2	MISSING	
	TOTAL	304	100.0	100.0	

Mean	3.130	Std Err	.135	Median	3.000
Mode	4.000	Std Dev	.991	Variance	.983
Kurtosis	1.712	S E Kurt	.639	Skewness	-1.234
S E Skew	.325	Range	4.000	Minimum	.000
Maximum	4.000	Sum	169.000		

Valid Cases 54 Missing Cases 250

Q14 Helpful questions

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
fair	2	3	1.0	1.1	1.1
good	3	47	15.5	16.6	17.7
excellent	4	232	76.3	82.0	99.6
	5	1	.3	.4	100.0
	.	21	6.9	MISSING	
	TOTAL	304	100.0	100.0	

Mean	3.816	Std Err	.025	Median	4.000
Mode	4.000	Std Dev	.423	Variance	.179
Kurtosis	3.277	S E Kurt	.289	Skewness	-1.909
S E Skew	.145	Range	3.000	Minimum	2.000
Maximum	5.000	Sum	1080.000		

Valid Cases 283 Missing Cases 21

Q15 Presenting information

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
poor	1	1	.3	.4	.4
fair	2	2	.7	.7	1.1
good	3	50	16.4	17.9	18.9
excellent	4	226	74.3	80.7	99.6
	5	1	.3	.4	100.0
	.	24	7.9	MISSING	
	TOTAL	304	100.0	100.0	

Mean	3.800	Std Err	.027	Median	4.000
Mode	4.000	Std Dev	.451	Variance	.204
Kurtosis	6.278	S E Kurt	.290	Skewness	-2.188
S E Skew	.146	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	1064.000		

Valid Cases 280 Missing Cases 24

Q16 Drawing people out

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
fair	2	13	4.3	4.7	4.7
good	3	54	17.8	19.4	24.1
excellent	4	210	69.1	75.5	99.6
	5	1	.3	.4	100.0
	.	26	8.6	MISSING	
	TOTAL	304	100.0	100.0	

Mean	3.716	Std Err	.033	Median	4.000
Mode	4.000	Std Dev	.552	Variance	.305
Kurtosis	2.152	S E Kurt	.291	Skewness	-1.694
S E Skew	.146	Range	3.000	Minimum	2.000
Maximum	5.000	Sum	1033.000		

Valid Cases 278 Missing Cases 26

Q17 Additional resources

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
poor	1	2	.7	.8	.8
fair	2	9	3.0	3.6	4.3
good	3	61	20.1	24.1	28.5
excellent	4	180	59.2	71.1	99.6
	5	1	.3	.4	100.0
	.	51	16.8	MISSING	
	TOTAL	304	100.0	100.0	

Mean	3.668	Std Err	.037	Median	4.000
Mode	4.000	Std Dev	.591	Variance	.350
Kurtosis	3.229	S E Kurt	.305	Skewness	-1.721
S E Skew	.153	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	928.000		

Valid Cases 253 Missing Cases 51

Q18 Discussion on track

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
poor	1	2	.7	.7	.7
fair	2	14	4.6	5.2	6.0
good	3	61	20.1	22.8	28.8
excellent	4	189	62.2	70.8	99.6
	5	1	.3	.4	100.0
	.	37	12.2	MISSING	
	TOTAL	304	100.0	100.0	

Mean	3.648	Std Err	.038	Median	4.000
Mode	4.000	Std Dev	.622	Variance	.387
Kurtosis	2.581	S E Kurt	.297	Skewness	-1.663
S E Skew	.149	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	974.000		

Valid Cases 267 Missing Cases 37

LEADER Comments on leader

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
very informative	1	20	6.6	28.2	28.2
innovative leader	2	37	12.2	52.1	80.3
problems with leader	3	6	2.0	8.5	88.7
none of the above	4	8	2.6	11.3	100.0
	.	233	76.6	MISSING	
	TOTAL	304	100.0	100.0	

Mean	2.028	Std Err	.108	Median	2.000
Mode	2.000	Std Dev	.910	Variance	.828
Kurtosis	.243	S E Kurt	.563	Skewness	.880
S E Skew	.285	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	144.000		

Valid Cases 71 Missing Cases 233

Q19 Gender

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Male	a	62	20.4	21.8	21.8
Female	b	221	72.7	77.8	99.6
	e	1	.3	.4	100.0
		20	6.6	MISSING	
	TOTAL	304	100.0	100.0	

Valid Cases 284 Missing Cases 20

Q20 Age

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
44 or under	a	3	1.0	1.0	1.0
45-54	b	13	4.3	4.4	5.4
55-64	c	36	11.8	12.2	17.7
65-74	d	116	38.2	39.5	57.1
75-84	e	102	33.6	34.7	91.8
over 84	f	24	7.9	8.2	100.0
		10	3.3	MISSING	
	TOTAL	304	100.0	100.0	

Valid Cases 294 Missing Cases 10

Q21 Ethnicity

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
black	a	3	1.0	1.1	1.1
caucasian	b	228	75.0	85.7	86.8
hispanic	c	7	2.3	2.6	89.5
asian	d	2	.7	.8	90.2
native american	e	26	8.6	9.8	100.0
		38	12.5	MISSING	
	TOTAL	304	100.0	100.0	

Valid Cases 266 Missing Cases 38

Q22 Education

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
less than 8	a	6	2.0	2.2	2.2
some high school	b	11	3.6	4.0	6.1
hi schl grad	c	45	14.8	16.2	22.4
some college	d	84	27.6	30.3	52.7
college grad	e	53	17.4	19.1	71.8
grad study	f	78	25.7	28.2	100.0
		27	8.9	MISSING	
	TOTAL	304	100.0	100.0	

Valid Cases 277 Missing Cases 27

ADDCOM General comments

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
keep materials	1	30	9.9	27.5	27.5
appreciate program	2	31	10.2	28.4	56.0
specific suggestions	3	22	7.2	20.2	76.1
none of the above	4	26	8.6	23.9	100.0
	.	195	64.1	MISSING	
	TOTAL	304	100.0	100.0	

Mean	2.404	Std Err	.108	Median	2.000
Mode	2.000	Std Dev	1.131	Variance	1.280
Kurtosis	-1.359	S E Kurt	.459	Skewness	.166
S E Skew	.231	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	262.000		

Valid Cases 109 Missing Cases 195

Silver Editions II: Advancing the Concept of Library-Centered Humanities Programs for Older Adults

Appendix III: Comments from Participants

Comments from the Participant Evaluation Forms

Comments after question #12

As a learning experience, how would you judge this program?

The instructor was both pleasant and stimulating and helpful in suggesting other readings.

Looking forward to more courses.

Through programs like this the library makes itself the intellectual,social, and ethnic center for the Philadelphia neighborhood and is entitled to all financial resources toward development and subsistence of the true citizen in the American society as constituted in the city.

It was a wonderful class and group leader was excellent.

I feel Pat Del Rin has done an excellent job as the group leader.

I came here from west Philadelphia.

This was a stimulating intellectual experience. The leader was excellent. The group participated freely, and it was a wonderful venue for me to meet new friends.

This course will be considered a high point in my life of what a group of intelligent sharing people can give to one another.

This has been a marvelous experience for me and I would like more programs of this calibre.

I enjoyed the stimulating discussions.

It was an excellent class. Would love to have the opportunity to attend future classes on this level.

The material made for interesting reading, but a great deal of it was too early for many of us to remember.

I felt that the quality of the early parts of the anthology suffered from a lack of black input. In the last section, I was glad to see the Gordon Parks material as well as the article about Japanese internment.

The group of over 20 was a very active one--and brought to the meetings the abundance of their years' experience. The readings were excellent-- the librarian was most helpful and made group feel at home.

You should have run Rapmus of ties Sat. But see that Blacks, people from Cuba/Abengnes/Gulapapos Islands participate in this discussion.

The topics were of an excellent choice but the articles sometimes were of a poor selection.

Leadership excellent.

I joined this group about half way through the program--regret that I didn't participate from the beginning. The text gave food for thought. Mr.Girard, group leader, was excellent in control and input.

I have used this library since I moved to town three years ago. I have found many good books here and they are most helpful in getting the books I have requested.

Well-led discussions, but sometimes difficult to get a word in edgewise.

This was a significant learning experience, well geared to mature adults (literate ones, that is).

I have not yet but intend to get to the supplemental reading.

I have thoroughly enjoyed this program.

Good moderator.

Thought provoking.

I have been too busy to find time for any supplement reading suggested.

Enjoyed the leader, the people.

I think the cooperation of the library was great. I was greatly impressed by the supplementary reading.

With the supplementary reading, I will be busy with the library.

The leader, Ralph Wright was very gracious and accepting and inclusive in exchanging views--he encouraged spontaneous response, relevant or otherwise.

I questioned the relevance of some articles to the topic of their sections.

As it happens, I have been very busy just now, but will do some supplemental reading. Have been taking notes on readings the other members of the class have found interesting.

Enjoyed the participation of the ladies.

Obtaining program-setting it up.

We need more of these!

I can't tell you how much I have enjoyed the program.

It was very thought provoking and mentally stimulating. The leader's role, outstanding. Location, perfect.

Very enjoyable. I became better acquainted with some literary figures of my own "era"-e.g.-H.L. Mencken. Thanks to the resource people who shared their enthusiasm for "our" movies, and "our" dances, I appreciate what I experience more than ever.

There wasn't adequate time for group participation when there were such good speakers on the schedule.

Due to advanced age and various physical disabilities, I am practically confined to the Redwoods. This experience has in a very special way put me back into the world.

A very rewarding experience.

If the series was of longer duration I think the people would get more free with their participation as they become more acquainted with each other. Last session was very good.

I would like an ongoing programs each year.

Somehow there could and should have been greater participation by the individual members who in this case lived through much of this period.

I think the articles were not up to the intelligence of the group. It was not diverse enough as to parts of the country and different occupations.

Excellent recall of the history of the periods lived by those in the discussions.

I missed the absence of comment of reference to influence of popular music, especially during WW1 and the 20's.

Not extensive enough. It created a hunger to read more about the subjects and stirred up memories.

Didn't see librarian--assume the program was set up by a librarian.

Due to unexpected circumstance my attendance was not good.

The subject led all to comment. The leader was good at leading and had especially good background.

Remembering the past can be a rewarding experience in an organized setting.

The give-and-take and telling of experiences was extremely valuable as we studied this subject. Since I knew many of these people it gave me a deeper insight into them and their background and made their friendship even more valuable. For those I didn't know, I feel I do now and they're delightful people. (Can you tell I'm a "people" person?)

Our group was rather young for the material covered. For us there should have been a heavier emphasis on the 30's and 40's, for personal remembrances. Those of us who grew up in rural areas or small towns in the west had a different viewpoint than Eastern...

It was always lively, excellently led--good supplementary material;-books,video tape. Please-more!! We senior,"seasoned citizens" need it!

Tony Valley, our leader, was outstanding. We felt comfortable and were encouraged to participate in discussions. He had really good information to share prior to discussions.

I have a large enough book collection to abate library use for this occasion.

Very interesting to cover such an expansive, changing, diversified subject as our class did. You might say rightly that what we learned from another's experience can give clearer light in our own self- knowledge. Since commonly, we all seemingly are alive in past as we are in present as future. That we all live now hoping for peace and good-will in our world that is so fastly now emerging in new discoveries and new challenges. Yet still remembering how hard life can be for us, painful and with sorrow.

I am enrolled in every Enentus program available now (except Bingo). Of course, there are always participants who talk on and on, like the Navy veterans' life, but that is part of it. Our speaker will have to limit each participant where we make our report, and plans to do so, I go to Anthropology in Lib (Wed. nights) and Cunert Lib Thurs a.m.

The teacher was excellent at promoting discussion and offering insights.

We do not see the local librarian but Mrs. Blanton is one of the best teachers I've ever had. I would follow her around except I do not have a car now.

Course has acquainted me with works of some authors unknown to me; e.g. Eiseley.

Supplemental reading too much for once a week class.

It was difficult to seat such a large group during the first two or three meetings- which did not lend itself to group exchange. But the last meeting in a smaller room-- is better.

The living in the present and the future and am stimulated by current books and news and am not at the moment needing exercises in "recall".

Groups usually decline in number as this one did which makes for a better discussion. There are always some who say very little and some, like myself, who speak readily.

As stated above, lets have more seminars but open to anybody who'd be interested. The anthology did not adequately capture the periods chosen. More should have been included on labor unions, political and economic facets.

Stimulating, informative!

I have learned to appreciate the importance of reading; especially topics which interest me most.

Most encouraging, inspiring and motivating.

Almost too broad a subject/time period to cover in a short time.

The group participation has been good and the local librarian has been great help.

I loved and enjoyed the format! Reading an assignment and then using that as a backbone for discussion and memory jogging! Idea Evening Group- more then one group- if the interest is there so if you couldn't make one-you could make another! (However one must be committed).

An excellent idea--enjoyable group of participants--great support from library and staff--would like to see more of this. Maybe one in the evening should be considered for people still working during the day.

Anthology seemed rather esoteric difficult to make it apply to the anthology in some areas. Perhaps the subject of "meaning" ("The Search for Meaning") was much too broad for a 9-session course. Diversity of participants made for interesting discussion but course really short-12 weeks better!

This program was apparently aimed at an age group older than my 35 years.

I thought the program was excellent, however I would have liked to see more people in this class.

I like it very much.

Would like other programs in my area--especially local history.

Good study of history.

Efficient teacher -- nice facility.

The material was more for the East rather than the Pacific Northwest.

While the illustrations in the anthology were well chosen, I found the explanatory text under them to be directed to high school level or lower.

The group was small yet congenial. The library supplied supplementary reading. Hal Holmes is a central location for groups. I could have wished for a more focussed idea on how older people come to grips with the meaning of life, etc., but material was excellent.

The topic of "The Searching for Meaning" could not have been any better for me. I have cared about this topic ever since I was a child and was thrilled to think and work on it from this perspective.

It was convenient for the teacher to capsize other supplementary reading, which was very well done and very willingly.

Great.

The additional supplemental reading might be included more often in the discussion.

I felt the texts were very one-sided as I have resided in the Midwest and as well as far west and there was a preponderance of "poor Southern" literature and not all facts were truly represented Sacco-V case and Women's suffrage for example were not truly depicted as to fact.

I enjoyed Mr. Carter very much. He can certainly make history more interesting.

The booklet did not define "Search for Meaning" or develop a thesis.

I'm not sure of the role of the local librarian.

I enjoyed the comments of the other participants.

I looked forward to the stimulating discussions and topics of the period of my parents' time.

I realized that the location will be improved in the future and that this temporary spot could not be helped.

I really enjoyed the whole program--it encourages one to look at one's life-- to discover how others deal with problems --especially growing older.

I found this program very well presented and enjoyed the material used in it.

The location is temporary.

Its been an interesting group and an excellent leader.

Learning new meanings.

Enjoyed it all.

Comments after Question 18

How would you rate your discussion group leader?

She was extremely helpful--brought background information skillfully into the discussions, kept the group on its course. Would have been a more difficult subject to cover without her help.

I found out that Mr. Brown is quite the intellectual. He did a great job presenting facts. Mrs. Hopkins did a good job in keeping the discussions alive.

They were very nice to talk to.

Perhaps longer sessions.

Great.

Our discussions were enhanced by the leader's ability to draw people out-- by her knowledge-her friendliness and obvious interest in the group.

She was very concerned and interested in the topic along with being a marvelous literary person. She was well grounded in literature and helped us glean the meaning of life from the pieces we

read.

She is excellent. Her enthusiasm carried us through at a fast clip. Her intelligence and dedication were unusual. I thoroughly enjoyed this program.

Excellent!

Our leader made this program especially interesting and provocative.

The leader was an able resource person.

He knew how to diffuse a couple of radicals.

Everyone seemed relaxed and able to contribute with ease.

Interesting--hard to keep to the main subject but managed to get back to it.

Thoroughly enjoyed the session. Felt important taking a class in Humanities at my ripe old age.

I thought the leader was great-- he encouraged people to speak up -- was not judgmental.

Really enjoyed.

I would attend gladly other sessions where John would be moderator. Terrific Job.

Super

Very innovative.

Our leader was excellent. She created lots of interest and fun.

Best history teacher I've had!

Keeping discussion on track has to have been the most difficult part with the older people involved. How we love to share!

The leader started out a little slow I felt. Not very assertive to keep people on track. But as we progressed, I realized she was in a difficult position since she had not lived through this time and she had to kind of let us talk. It worked out well and her sharing of her father's things was great!

This was such a personal topic and when there were more than about 10 people there it was hard to let everyone give their feeling or opinions.

It was impossible for the leader to keep us totally on track. We all had lots to say! She would always bring us back skillfully to the topic and never made us feel what we had to say was of no value.

Time of course is limiting, but with respect to all meetings, classes, other, I have attended, it has seemed unfortunate that free-for-all (spontaneous, unmoderated interchange) cannot be accommodated. Placement of chairs in a circle (double, if necessary) would facilitate, motivate, inspire. However, I haven't been able to promote circle placement of chairs at Gray Panthers. I wasn't able to attend all the meetings. Sorry I had to miss them.

Topics in all categories.

I was very disappointed in the leader's negative attitudes towards the world we live in. I would like to see a leader reach for the light instead of rail at the darkness, especially with a group of elderly people. However she was extremely lucid, knowledgeable and with a pleasant manner.

I think Mrs. Blanton is really extraordinary. She has great depth of perception, charm and wide experience.

I have enjoyed this course. I feel I have learned a great deal.

For someone who has read so extremely I would think that they would be a humanist, not polarized as a feminist. Sorry.

I feel the group leader was a most unusual person.

Remarkably flexible and interesting juggling many levels. The instructor had a fine ability to leave conclusions open and various.

There were people in the group with "closed" minds, their thoughts were "right"- Marion has the ability to accept and move on without injuring the person's self-esteem---but contributing to the value of the discussion for the rest of us!

She is marvelous.

Robert Walther made this a learning experience. It was fun going down memory lane.

My discussion group leader presents information in a very interesting manner while bringing additional resources and keeping our discussion on track.

She lets some prolix members speak too much without encouraging others to participate.

Thank you. Learned a lot. I appreciated your time and concern.

The leader did all the above with great tact!

Bette had a hard group to control and did an excellent job of staying reasonably on track.

Good at presenting information and keeping discussion on track.

She is a beautiful person--was very effective and always prepared!

She's a gem--worked the group very effectively--was very well prepared--great job.

Was more interested in group (female) than in leader (male).

Our group leader was very good. I enjoyed his leadership very much.

He was excellent - kept control; and everyone felt free to enter discussions and we're not afraid of being criticized.

It is amazing the range of experience of the group. Very easy and elucidates others' opinions as well bringing a vast background.

Enjoyed him. Enjoyed the people.

Group leader was excellent, articulate, knowledgeable and humorous.

Hope he enjoyed as much as we did!

All I can say is "wonderful".

Dr. Girard was particularly adept at drawing people out and keeping the discussions on track with tact and a wonderful sense of humor.

Our professor was top-notch in an "experimental" program. He should be retained for future programs.

There are always people who talk too much and get off track. These people can be controlled discreetly and kindly.

More emphasis should be on text--and reaction to it.

Discussions group leader was excellent in asking pertinent questions relating to experiences, themes and literature.

I thought that Professor Girard was outstanding. He is very informative and congenial to the

group.

Mr. Girard often spoke of his college students and we were able to compare present day college education with what we had known. The group was never at a loss for discussion.

Excellent leader. Had to be adept in trying to control a few who just wanted to talk all the time. He brought in everyone into the discussions.

Mrs. Strawbridge is an experienced and able group leader. Even so, it was hard for her to keep the discussion on track in the face of 3 or 4 group members who had a need to keep talking most of the time.

All excellent.

Would enjoy more programs with Pat Del Rin.

Pat was great!

I feel Pat Del Rin has done an exceptional job as the group leader.

Would join her classes again.

The leader was very patient with all the questions and comments of the participants.

Comments after Question 22

Additional Comments and Suggestions:

Some of these categories cannot be answered because the group did not convey any personal information such as--age--educational--etc. On the whole, we were all very enthusiastic about this program and look forward for a continuation. Thank you.

I would be interested in continuing the group.

I would like to see more groups like this--i.e. the Remembered Past. This has been one of the most rewarding experiences I have ever had and our leader is outstanding, knowledgeable and caring and capable.

I would be interested in another group of discussion.

Always learning.

What a wealth of resources is available in the person of the coordinator Patricia del Rio to make the program as dynamic as was experienced in the sessions attended and in the reading in which we were engaged. Let's look forward to more!

Good course. Seniors need courses like these.

The course was both educational and enjoyable.

Participation in this group was extremely interesting. There were people from varying backgrounds willing to share their experiences--good or bad. I would enjoy a follow-up program.

I became a participant in this program mainly because my granddaughter gave me a book for xmas so I could fill it out with background of our roots. It helped me to remember lots of things that I had almost forgotten.

I enjoyed talking about the past.

Limited use of reading material because of serious visual handicap. Book should have reported more fully life as experiences by low uneducated and low income minorities. Class was predominately black. I sensed that it was therapeutic for them to feel free to relate and express their feeling about the injustices of the white society.

Our group did not have any feedback from library. I felt that material in our book did not speak to the experience of the black community.

This idea for discussion and reading is excellent to expand people's thinking and knowledge.

Meetings for discussion of literature on history for older participants is most commendable and I look forward to continuing program with college teachers who bring to the group word of what is being done with education of the young.

Thank you.

As long as I'm conscious I hope I can continue to learn from any means available.

I thoroughly enjoyed and benefitted by attending these discussions. I would like to have a related program in the future with the same group leader if possible.

Although this program was interesting and helpful in presenting new ideas, it seems to me that

the topics could be covered in more depth by reading pertinent books on the subjects instead of excerpts, and then discussing them, i.e. the Great Books idea. Maybe there should be more meetings of the G.B., i.e. weekly instead of bi-weekly to cover a broader area.

I hope this program will be continued with the same high-quality participation of the group . The class should be limited to 20-22, not more. New participants coming each week frequently find difficulty catching up, and "old timers" resent the routine's changes. Please retain this activity. Please retain Professor "Jolly"-a true leader of many age groups. New possible hours: 1pm-2:30pm.

I do hope you will have another series similar to the ones just completed. There are so many more thoughts to be exchanged. So many problems to be wiped out by coming up with a solution--hopefully.

My sincere thanks to our library and the National Council on the Aging for recognizing the fact that we older people need intellectual stimulation as much as physical to stay mentally alert and enjoy life.

We are going to continue with some of this same group.

More! More!

The opportunity to participate in this program came to me at a time when I was depressed and needing to help myself find a positive turn-around. How wonderful this experience has been!

Group comments should have been on a more feelings level rather than a intellectual or just relating experiences. In the search for meaning in life, we must get down to the feeling level.

The anthology presents a predominantly Roman Catholic religious approach to experience. Why not include Protestant aspects of thought? I would make a universal appeal. A smaller room would make hearing easier for seniors.

Do it again! Some of us are to try and continue for a while. It would help to have some of the pictures in color.

It was great and I do not find the people I find here often.

Excellent leadership!

Have found the class very worthwhile and would certainly join another one.

Enjoyed program very much. Appreciated later starting time (10:15 as opposed to 9:00). Early PM would be even better. Thanks for making the program available.

I hope we can continue with a group such as the one completed. I would gladly pay for a classes such as this, if financing is unavailable by the library.

Was reluctant to join but very glad to have been encouraged to do so as it turns out. The group is friendly, bright, forthcoming and very funny. We've laughed a lot and learned a great deal. Very valuable experience.

This has been filled out by neighbor (and fellow participant).

I'll be back if they do it again.

I learned of the program through the News Times so came in near the end of the series. For my part I would like it continued.

I enjoyed the discussions very much. Brought back many memories. Reminded me of many things I had forgotten. Learned some things I never knew. Enjoyed our discussions leader. Met many new friends I didn't know before. Enjoyed talking over old times and contributing.

I was interested that National Council On Aging was the producer under contract of Nat'l Endowment for the Humanities. I was one of the founders of NC on A and am a member. I had not been aware of this project.

I know of few weekly programs where people do not drop out, but those who remain are genuinely interested and a smaller group is less inhibiting for many.

It was a truly interesting discussion group.

How can we see to it that we have Dr. Wengel conduct another discussion group in our library. It was truly meaningful and a learning experience.

Have always pursued and participated in studying and attending lectures on literature, religion, history and on many other topics which may interest me at a special time.

This was very enlightening. I hope we can do this again.

Think the "old timers" in the area should be interviewed on tape as an oral history can be made of our country.

Excellent program.

Very good--would like another course.

Thank you very much for everything. It was such a pleasant experience!

Thank you for letting us participate.

This subject could have brought in some spirituality---non-sectarian.

How about another similar class?

Music, history of butter making in Todd county area.

Minn. Authors, local government, indians and butter making history (Eagle Bend).

Sharing memories and experiences of others was unequaled in quality. Very gratifying. Minnesota Indians would be an interesting topic.

I would like to see more programs of different topics.

Would like program on Minn. authors. Would like program on Native Indians in this area.

I think these programs are great. I hope we have more.

Hope we can be here again. Loved it.

I feel everyone who attended, enjoyed each of the sessions. Professor John made everyone comfortable, and therefore no one held back their thoughts or remarks.

Enjoyed both the leader and participants.

I will certainly choose to go to another session when it is available.

"The Search for Meaning", while too broad a subject for the time period did bring nearly 20 diverse people together for stimulating periods of discussion. It was very enjoyable indeed. Most participants indicated that they would like to sign up for another program in the winter months. I think the experience gave good support to our ongoing semi-monthly "Readers' Roundtable."

I'd come to another similar program and I'd recommend it to my friends.

The class was very enjoyable in informative.

To avoid having some participants hold the floor for unduly long periods of time, I would have preferred having a time limit on each. Although many were interested in talking about the war, I had looked forward to this group as a short retreat from the cares of the day and a chance to consider the topics philosophically. I would like to be involved in more reading--discussion groups. They would not necessarily have to be this structured.

I would like to attend other discussions and/or groups on this level--perhaps go into more detail about how the older people deal with the aging process.

This "Search for Meaning" discussion group was better than any college course I have taken because the pressure for grades and following the professor for those grades were removed in the organization of this group. I was free to think my own thoughts without being inhibited. I greatly appreciated this.

Hope similar programs are planned as I have talked enthusiastically to friends about it. They plan to participate in the next one. They also miss the stimulation that this has brought me. The exercising of the brain is necessary, for a well-rounded person.

I have looked for a book discussion group for a long time. I think we should have more, often. This particular group leader has been especially good. She is more interesting and interested in her literature than most of my university teachers. The leader makes a big difference. An ongoing group would be fun.

Being an "old" retired widow, programs like these certainly enhance our lives.

The text material seems to present the difficult ideas for developing a meaning for life. It would be interesting to have a final session when participants presented their meaning of life after hearing all the ideas that have been presented.

Let's do it again!

Give us the books.

Excellent all the way.

Failing sight and hearing have greatly limited my participation but this has been an interesting topic. I finished writing my own biography last winter.

I think in class discussions that because of limited time allotment it might be better to cut-out random open-ended raising of hands to talk at that time. To rather indicate that next class I can bring in the answer to question posed now at this time: thereby giving chance to think over the focus and keeping more to subject I'm explaining. I think the space necessary in an oldsters' discussion, as student writing to learn from our experiences of other member students in class like ours, should be self-controlled. I mean to answer oftentimes I think I need the time to think through answer (next class). Also, in this way different viewpoints as well as different experiences could be shared more fully and appreciated in a clearer focus as preceding on the subject. And many who are silent only because of being shy or careful about talking all at once wouldn't be so scared to say their answers next week. It's hard to express what's important to

remember to say concerning a remembered past experience that focus obscured by emotional feelings which need to become less detailed in order to challenge reason. I mean to clearly explain relationship towards class interest rather than self-dialogue! In this way a more friendly and still alive balance seems decent.

A very worthwhile program.

A very lovely program.

We have a class pest, who always arrives late, makes a disturbance and can't be quieted. Mr. Joseph handled this difficult situation with enviable diplomacy.

Excellent program. Thoroughly enjoyed participating.

Excellent subject! Excellent instructor! Excellent materials! Excellent course! Thank you for making this course available to me.

Facilities at Jewish Community center were not very good, especially when we were in the big hall. Despite my negative comments, I want to thank you very much for the course. I would be happy to pay or make a donation..

I have discovered that I am never too old to learn and I can change my attitudes and value system. I have increased my appreciation for my own language. The importance of honest communication in our ever changing world. I believe all adults and students need to be aware of what is propaganda vs. truth (facts) and how our own government has manipulated the news media as in the Gulf War. We need to know more about the methods of censorship that are practiced today.

It's got real meat in it.

I think it was very well done. Would psychology be a suitable subject?

It would add to our interest if diverse ethnic groups were encouraged to attend.

Our group leader is excellent, makes people think, gives credence to all varying positions or opinions, makes the reading really meaningful. Perhaps more reading per week could be expected of members of the group.

No parking at JCC--it is full.

These courses help me keep my sanity!

Would like to have more such courses.

Wonderful topic and instructor.

Great experience. Our only enemy was that we kept being shifted from room to room at the new J.C. center. We never had an appropriate yet comfortable room and this shifting caused many people to dropout. The last room was appropriately small but stark and unwelcoming. Not enough chairs. I realize the J.C. center is just rolling. Thanks for the course.

Marion Blanton is a discussion leader that encourages participation. I am impressed with her wisdom--intelligence--and ability to listen to participate who might get "off the track" and bring the discussion back to the point.

Suggestion for description of a similar program in the future: American History during the past century--What happened and what were you doing when it happened.

Please come back.

Radio programs were of quite importance in those days-- these could be discussed. More could be written about the economic condition of the time. How about Orson Welles Martian Broadcast?

More about Edward Murrow and McCarthyism.

Enjoyed it.

I had moved to a new town and had been renovating an old house preparing for a small B&B. This was a nice contrast--I read some serious ideas books--rather than how-to. It has filled a void I felt--some intellectual stimulation. The leader is a great lady.

There was not enough discussion of the selections in the booklet and how they related to each other and the discussion group's purpose--finding a meaning. Rather, it seemed to me, there were points picked out from the selections that proved the leader's point of view or at least favored it. Likewise, when a group discussion got on an aspect of the "Meaning" it wasn't led to its conclusion but was brought back to the text as a guide whether it had anything to do with the direction of the group's train of thought --or not.

Materials was very interesting as were the discussions. Comments from many different backgrounds. I think scope of material could have been broader. Many of Issues of these years were omitted--Isolationism--peace movement-- America first townsend clubs-fellow travelers. After I retire I hope to use library much more.

Since this was my first experience in a group like this and I was unable to attend all of the sessions. I find it difficult to evaluate. Just being with a discussion group probably had the most value to me.

The Jewish history raised our consciousness as we thought of people who would deny the Holocaust ever happened.

We all agreed it was too short. Each class period we had a hard time bringing it to a close. Since I was younger and only remembered the 30's and 40's I felt like we were just getting started. Now we need a sequel.

We need more study programs like this definitely! Perhaps we could write some of our experiences. I would say that the contributions (oral or written) of local people would really add to the history of the area. Building on our pasts, we could perhaps go on to some explorations in art, music, and literature that would enrich our presents and futures as well. How about some delicious contemporary humorists, like Robert Fulgnum; excellent columnists like Mike Royko, Ellen Goodman? With all our "accumulated wisdom" as seniors, we have much to give and much to learn.

It is unfortunate that so few participated. It would have been nice to have more input.

Silver Editions II: Advancing the Concept of Library-Centered Humanities Programs for Older Adults

Appendix IV: Data Processing Procedures

Silver Editions II
Data Processing Procedures

The first five spaces of the survey data will give information about the type of survey and the survey site.

1=Librarian survey
2=Group leader survey
3=Participant survey

1=California survey
2=Colorado survey
3=Maryland survey
4=Minnesota survey
5=Oregon survey
6=Pennsylvania survey
7=Washington survey

In addition, the individual number of the survey will be given starting with **001** for each state and each survey type. For example, the fifteen participant survey from Minnesota would read: **34015**. It is anticipated that there will be less than a 1000 surveys from each state.

Participant Evaluation Form

Question #1 How often have you used library services in the past year? Data will be given as **a**, **b**, **c**, or **d** to correspond to the individual answers.

Question #2 Which library service did you use ?

Check all that apply. Data are given as **1** or **0**; **1** will signify a mark and **0** will signify that the space was left blank. The individual answers will each get a space, whether a mark was put on the blank or not. The spaces **a**, **b**, **c**, **d**, **e**, and **f** will be listed on the data entry form as **7**, **8**, **9**, **10**, **11**, and **12**.

Space **F** -OTHER, will be given the additional response answers of **0**--no answer, **1**--reference materials, **2**--books on tape, **3**--magazines, pocket books, newspapers, **4**--ILL services, **5**--reserve, **6**--volunteer of other library programs, **7**--borrowed LPs, VCR or cassette tapes, and **8**--response, but none of these.

Question #3 What attracted you to this program ?

Check all that apply. Data are given as **0** or **1** for letters **a**, **b**, **c**, **d**, **e**, and **f**. These are answer for numbers **13**, **14**, **15**, **16**, **17**, **18**, and **19**. The responses for space **g** are: **0**--no response, **1**--some other program , **2**--always been reader, **3**--available transportation,**4**--no cost, and **5**--response but none of the above.

Question #4 Which description applies to you? Space **20** will be either **a** or **b**.

Question #5 Has participation in this program led you to use library services more ?

Space **21** will be either **a** or **b**.

Question #6 Has your view of public library changed as a result of this program ?

Space **22** will be either **a** or **b**.

Space **23** is left for comments. The comments are to be put into space **23** as **1**--already positive or always appreciated, **2**-- already use or always important, **3**--physical disability limits library use, **4**--learned of new materials or services, **5**--librarian/group leader helpful or used as a reference, **6**--were not aware of the outreach program, **7**-- see no connection between the two, **8**--increases use, and **9**-- none of the above.

Question #7-12 As a learning experience, how would you judge this program?

Spaces **24** and **29** are going to be given the answers **4**--excellent, **3**--good, **2**--fair, and **1**--poor. The role of the data entry assistant is important at this point; answers were often enters at random, and it is the job of the assistant to determine what the participant entered.

Space **30** is left for comments. The data entered will include **1**--need more programs like this, **2**--program could be improved in some way, **3**--participant comments on having learned different things from the program, or **4**--none of the above.

Question #13 How important were the following aspects of the program? (enter **1,2,3**,or **4** with **1** having the greatest value)

The individual numbers **1,2,3**, or **4** were entered in spaces **31**, **32**, **33**, **34**, **35**, and **36** for the blanks **a**, **b**, **c**, **d**, **e**, and **f**.

Question #14-18 How you rate your discussion group?

Same criteria given for question 7-12. These are given as spaces **37**, **38**, **39**, **40**, and **41**.

Space **42** is left for comments. The space will be given the numbers **1**--very informative or helpful, **2**--good leader, innovative, keeps discussion on track, **3**-- not very helpful of had problems with the leader,or **4**--none of the above.

Question #19 Background information: Sex: **a**-male and **b**-female for Space **43**.

Question #20 Background information : Age: Space **44** should be filled with a letter (a, b, c, d, e, or f) corresponding to a particular age group.

Question #21 Ethnic Background. Space **46** should be filled with the one letter (a, b, c, d, e, or f[other]) which corresponds to the participant's listed ethnic background.

Question #22 Educational Background.

Space **46** should be filled with the one letter (a, b, c, d, e, or f) corresponding to the highest educational level achieved by the participant. If more than one level is given, i.e. college graduate and graduate study, the higher level is more appropriate.

Space **47** is left blank for additional comments and suggestions. Although the range of additional comments could be about as long as the level of creativity of the participants, the suggestions are limited by numbers. **1**-want to keep the materials, participate in other programs, **2**-excellent program, generally appreciate program, **3**-helpful suggestions, including different transportation and locations for other programs and **4**-none of the above.

In this survey, many spaces were left blank. In the case of this situation, the data entry space should be left blank so as not to affect the data.

Librarian Program Evaluation Form

In the first five spaces, enter the ID number. Spaces **1-5**

Question 1 Over the past two years, has your library conducted other discussion programs that were directed toward older patrons?

Space **6** should be **a**,**b** or **c**.

Question 2 Has Silver Editions changed your awareness of older adults and their needs and interests?

Enter **0** or **1** in Spaces **7-14**.

Question 3 Has the Silver Editions project affected the likelihood of your library offering further discussion programs for older adults in the future?

Space **15** should be **a**,**b** or **c**.

Question 4 What factors influenced your answer to the preceding question?

Enter **0** or **1** in Spaces **16-23**. Space **24**--enter the number of the answer that applies.
Blank - No response.

Question 5 If you are establishing any new programs as a result of your experience with the Silver Editions project, please described them briefly.

Enter the number in Space **25** of the one that applies.
1 - Cultural
2 - Historical
3 - Literature
4 - Discussion (topic unknown)
5 - No new programs/ no plans for future programs

Question 6-10 For Spaces **26-30**, enter **4** for excellent, **3** for good, **2** for fair and **1** for poor.

Question 11 What was the most difficult (or least successful) aspect of the program you conducted?

Space **31** should be **a**, **b**, **c**, or **d**. Space **32** is for the "please explain" section of letter **d**. If **d** is not the answer, then place a **blank** in Space **32**.
Responses for Space **32**:
1-no difficulties
2-not enough time
3-commitment of participants
4-participants dominating the discussion

5-books in bibliography out of print
6-contacting seniors
7-More work for me

Question 12 Did you work with senior centers and other agencies serving older adults in the process of conducting Silver Editions?

Space **33** should be **a**, **b**, or **c**.

Question 13 If yes, did this cooperation enhance your ability to attract and serve older participants successfully?

Space **34** should be **a** or **b**.

Question 14 Did your library's Silver Editions group incorporate any supplemental reading beyond the texts printed in the anthology?

Space **35** should be **a** or **b**.

Question 15 Please describe any events of spin-off activities that were incorporated in your program.

In Space **36**, enter the one that applies.
1 - Videos, films, slides and music
2 - Writing and drawing exercises
3 - Field trips
4 - Supplemental material
5 - Parties
6 - Speakers
7 - Variety of most of the above
8 - None

Question 16 Can you suggest ways that Silver Editions project could have been improved?

Space **37**--choose the number of the one that applies. For no response, enter a **blank**.
1 - Choose a better location
2 - Anthology needs improvement
3 - Shorten the series
4 - Explain the type of group it is (formal or informal)
5 - Extend program t a variety of people
6 - Allow participants to keep materials
7 - No suggestions. Very pleased with the program
8 - Response, but none of the above

Additional comments

Space 38 - enter a blank for no response or a number of the one of the following that applies.

1 - Many interested in present and future programs
2 - Would like to borrow more materials from Silver Editions
3 - The variety of people was interesting
4 - Enjoyed being involved in the program
5 - A response, but none of the above.

Group Leaders Program Evaluation Form

In the first five spaces, enter the ID number.

Question 1 Have you ever before taught or led discussion groups that mainly involved older people?

Space **6** should be **a** or **b**.

Question 2 In light of your actual group experience, did the NCOA-led training and orientation workshop prove to be valuable?

Space **7** should be **a**, **b** or **c**.

Comments
Space **8**: Choose the following that applies.

Blank - No response
1 - The discussions were great(helpful)
2 - More information should have been given or written down
3 - Useful, but not necessary because of prior experience
4 - Did not attend the workshop

Question 3 On the average, how many people participated in your group?

Space **9-10**: Enter two-digit number, If a single-digit number, enter a **blank** first.

Question 4-9 As a group leader, how you judge the following?

Spaces **11-16**: Enter **4** for excellent, **3** for good, **2** for fair and **1** for poor.

Question 10 How would you describe the make-up of your group?

Space **17**: enter **a**, **b**, **c**, or **d**.

Question 11 Did you find it necessary to adopt your presentation due to physical impairments of group members?

Space **18**: enter **a**, **b** or **c**.

Comments
Space **19**: enter one of the following.
1 - Hearing and health problems resulted in changes
2 - The location was caused many difficulties (i.e. upstairs room)
3 - Emphasized to the group to speak clearly and loudly
4 - No problems
5 - A response, but none of the above

Question 12 Were you able to draw on your scholarly knowledge or area of specialization?

Space **20**: enter **a**, **b** or **c**.

Comments
Space **21**: enter one the following.
1 - Was my area of specialization
2 - Added extra activities from my field
3 - Had to do outside research
4 - Not My specialization, but familiar with materials
5 - A response, but none of the above

Question 13 What was the most difficult (or least successful) aspect of the program you conducted ?

Space **22**: enter one of the following.
1 - Not enough time to read and discuss all the material
2 - The number of people coming fluctuated
3 - Reluctance of the group to discuss topics sometimes
4 - Participants trying to dominate the discussion
5 - The topics were sometimes irrelevant to group because of race, class or area
6 - Did not receive all the materials
7 - No program to follow this one

Question 14 How would you evaluate the role of the public library (and staff) in this project?

Space **23**: enter **a**, **b**, **c** or **d**.

Comments
Space **24**: enter one of the following.

1 - No direct involvement of staff
2 - The staff/librarian was helpful
3 - O.K., though some things were not well organized (like a quiet meeting room)

Question 15 Which aspects of the library's participant were most important (rank **1-7** with **1** as most and **7** as least)?

Spaces **25-31**: Fill in number in letters **a** through **f**.
For letter **g**, enter in space **32** one of the following.
A **blank** - No response
1 - Support
2 - Trying to raise community involvement

Question 16 Which anthology in the Humanities Program did you use ?

Space 33: enter a or b.

Question 17 What is your evaluation of its quality ?

Space 34: enter a, b, c or d.

Comments
Space 35: enter one of the following.
1 - Not relevant to the group (e.g. rural area/material with an urban focus)
2 - Doesn't reflect present attitudes and interests
3 - Some subjects need to be added or subtracted
4 - The anthology was great.

Question 18 Did members of your group do supplemental reading connected with the discussion topic ?

Space 36: enter a, b or c.

Question 19 Please describe any special events or spin-off activities that were incorporated in your program.

Space 37: enter one of the following.
1 - Videos, films, slides, music
2 - Writing and drawing exercises
3 - Field trips
4 - Supplemental material (books, timelines, maps)
5 - Parties
6 - Speakers (presentations)
7 - None

Question 20 How valuable did you find the Discussion Leader's Guide ?

Space 38: enter a, b, c or d.

Question 21 If you were asked, would you choose to be a discussion group leader in future programs of this type ?

Space 39: enter a, b or c.

Question 22 Sex
Space 40: enter a or b.

Question 23 Age
Space 41: enter a, b, c or d.

Question 24 Ethnic background
Space 42: enter a, b, c, d, e or f.

Question 25 Educational background, highest level attained

Space 43: enter a, b or c.

Space 44: to identify the degree.
1 - Master's
2 - Doctorate
3 - Bachelor's

Question 26 Current professional affiliation.

Space 45: enter a, b, c, d or e.

Space 46: to identify the level enter one of the following.
1 - College/university
2 - Emeritus
3 - Doing research
4 - Librarian
5 - Substitute teacher
6 - Writer/editor

Additional Comments
1 - Wonderful. Hope there is another program.
2 - Wonderful, but need to shorten (or lengthen) time of series or reading.
3 - Learned a lot.
4 - Needed a better location.

Biographical Sketch

Connie Van Fleet, Ph.D.

Connie Van Fleet is currently an assistant professor at the School of Library and Information Science, Louisiana State University. She graduated with honors from the University of Oklahoma and received her Master of Library and Information Science from Louisiana State University, where she completed the comprehensive examination with distinction. She completed her work toward the Ph.D. as an Edwards Fellow at Indiana University, where she was the first student of library and information science to complete qualifying exams with distinction.

Dr. Van Fleet's research interests include adult services in public libraries, with particular attention to older adults and special populations, and communication patterns with the discipline. She has given numerous presentations at local and national conferences, including "Public Library Services to Older Adults," at the American Library Association Annual Conference. Among her publications are "The Adult Services in the Eighties Project: findings and Implications for Library Service to Older Adults" (*Public Libraries* 28 (March/April 1989): 107-13) and "Lifelong Learning Theory and the Provision of Adult Services" (in *Adult Services: an Enduring Focus for Public Libraries*, ed. Kathleen M. Heim and Danny P. Wallace, Chicago: American Library Association, 1990). Van Fleet currently serves as co-editor of *RQ*, the journal of the Reference and Adult Services Division of the American Library Association.